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ABSTRACT

In evaluating the Austin Independent School District's State Compensatory Education (SCE) program, the Office of Research and Evaluation looked at nine program areas. The service report examined the services teachers gave and the achievement gains made by their students. The counselor service report examined how many eligible students were served by SCE counselors and the achievement gains they made. The SCE questionnaire sought the opinions of school personnel on services provided in the program. The writing composition laboratory records examined who was served by the laboratories and how well they achieved. The planner logs examined the role of the SCE planning component and the language assessment battery determined the percentage of eligible students served by the transitional bilingual education component and, by ethnicity, the achievement increases of those served. The section on the Iowa Tests of Basic Skills, the Sequential Tests of Educational Progress, and the Boehm Tests of Basic Concepts all measured the achievement of subsets of students in the SCE program. (IRT)

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Research and Evaluation

Austin Independent

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EA 013 927

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AUSTIN INDEPENDENT SCHOOL DISTRICT

Evaluator:
David Wilkinson

Senior Evaluator:
Glynn Ligon, Ph.D.

Evaluation Assistant:
José Garza

Data Analyst:
Tom Boudebush

Secretary:
Barbara Wiser

FINAL TECHNICAL REPORT

State Compensatory Education

June 30, 1981

Approved:

Freda M. Holley, Ph.D.

Publication Number 80.72

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State Compensatory Education

Appendix A

TEACHER SERVICE REPORT

80.72

Instrument Description: Teacher Service Report

Brief description of the instrument:

The SCE Teacher Service Report for 1980-81 is a printout listing, in alphabetical order by grade, all of the students in a school. Across from each student's name and permanent number a place was left for the teacher to check whether the student had been served in 1980-81 in reading/language arts and/or mathematics. Space was left at the end of each grade for the teacher to add students not listed on the printout. A line was left at the top of each report for the teacher to estimate the average number of students served per day.

To whom was the instrument administered?

A total of 22 SCE teachers, six of whom were bilingually certified, received printouts (see Attachment A-1).

How many times was the instrument administered?

Once to each teacher.

When was the instrument administered?

March 30-April 24, 1981.

Where was the instrument administered?

In a location of the teacher's choice.

Who administered the instrument?

Self-administered.

What training did the administrators have?

Teachers received a memo (Attachment A-5) with instructions.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None known.

Who developed the instrument?

ORE staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

6

TEACHER SERVICE REPORT

Purpose

The SCE Teacher Service Report for 1980-81 provided information relevant to the following decision and evaluation questions:

Decision Question D1: If SCE is refunded for 1981-82, should the Elementary Instructional Component be discontinued, modified, or continued as it is?

Evaluation Question D1-1: What percentage of eligible students were actually served by SCE elementary teachers?

Evaluation Question D1-2: What percentage of former Title I students now at non-Title I schools were served by SCE elementary teachers?

Evaluation Question D1-3: What percentage of eligible LEP students (i.e., those at schools without a bilingual teacher) were served by SCE bilingual teachers?

Evaluation Question D1-4: Did SCE teachers serve between 35-50 students per day?

Evaluation Question D1-5: How large were the achievement gains realized by students served by SCE teachers?

Procedure

Data Collection

In September of the 1980-81 school year, the 22 SCE teachers received a memorandum (Attachment A-2) providing them with information to use in identifying students eligible for SCE services. The following January they received the memo shown in Attachment A-3 providing them with additional eligibility criteria. Among these criteria was a provision making all LEP (limited-English-proficient) students at the six schools with bilingual SCE teachers eligible for SCE services (see page 2 of Attachment A-3). However, as was later determined, the list of the six schools was not correct. While teachers at Joslin and Pecan Springs were in fact bilingual in English and Spanish, they were not bilingually certified. The correct list (see Attachment A-1) excludes these schools and includes Highland Park and Travis Heights instead. In consequence of this error, some LEP students may have been served who otherwise might not have, and some may not have been served who were eligible.

Accompanying the January memo was a printout listing all of the students in their respective schools who, according to ORE's records, were eligible for SCE services. The purpose of this printout was to assist teachers in identifying whom to serve. A sample of this printout is shown in Attachment A-4.

The January memo to SCE teachers (Attachment A-3) also served to inform teachers of the necessity for keeping records concerning their instructional services because they would be asked to provide this information to ORE in April. This plan was carried out. Teachers received the memo shown in Attachment A-5 giving them directions for completing the SCE Teacher Service Report for 1980-81. A sample of the service report, a printout, is shown in Attachment A-6. All 22 SCE teachers returned their printouts on time and in good order.

Upon receipt by ORE the printouts were sorted into groups according to whether the teacher was bilingual or nonbilingual and labeled accordingly. They were then delivered to Southwest Educational Development Laboratory (SEDL) to be keypunched according to the format shown in Attachment A-7.

Analyses conducted are best described as part of the results which are reported below by evaluation question.

Results

Evaluation Question D1-1: What percentage of eligible students were actually served by SCE elementary teachers.

Using the criteria described in Attachments A-2 and A-3, students with available test scores were checked to determine the number eligible for SCE services. Then, the number and percentage of these known eligible students who appeared on the SCE Teacher Service Report for 1980-81 as having been served were calculated. Figures A-1 summarizes these data.

SCE Eligible Students
Who Were Served by an SCE Teacher

Grade	Number	Percentage
K	14	4.0%
1	123	32.3%
2	138	29.7%
3	135	24.7%
4	204	24.5%
5	214	25.2%
6	164	20.1%
K-6	992	23.4%

Figure A-1. NUMBER AND PERCENTAGE OF ELIGIBLE STUDENTS SERVED BY AN SCE TEACHER IN 1980-81.

Evaluation Question D1-2: What percentage of former Title I students now at non-Title I schools were served by SCE elementary teachers?

By matching the Title I Student Master File for 1979-80 with the 1980-81 AISD Student Master File, the former Title I students who were enrolled in non-Title I schools in 1980-81 were identified. Students in grades 1-6 were included. Those who were served by an SCE teacher were identified from the SCE Teacher Service Report. Figure A-2 summarizes the results of this matching.

Category of Former Title I Students	Number	Percentage
Served by SCE teachers	279	12.6
Not served by SCE teachers	1033	46.7
In non-SCE schools	901	40.7
Total	2213	100.0

Figure A-2. NUMBER AND PERCENTAGE OF FORMER TITLE I STUDENTS SERVED BY AN SCE TEACHER IN 1980-81.

Evaluation Question D1-3: What percentage of eligible LEP students (i.e., those at schools without a bilingual teacher) were served by SCE bilingual teachers?

The eligible LEP students (those in a school without a bilingual teacher) were identified from the AISD Student Master File. Those who were served by a bilingual SCE teacher were identified from the SCE Teacher Service Report for 1980-81. Figure A-3 below summarizes these numbers.

Grade	Number Eligible LEP Students	Number of LEP Students Served	Percent of LEP Students Served
K	23	7	29.2
1	90	45	50.0
2	44	23	52.3
3	33	8	24.2
4	18	12	66.7
5	16	8	50.0
6	10	7	70.0
K-6	237	110	46.4

Figure A-3. NUMBER AND PERCENT OF ELIGIBLE LEP STUDENTS SERVED BY SCE BILINGUAL TEACHERS IN 1980-81.

Evaluation Question D1-4: Did SCE teachers serve between 35-50 students per day?

Eighteen (18) of the 22 SCE teachers, or 82%, served at least 35 students per day on the average; 18% served fewer than an average of 35 students per day. In other terms, the ratio of teachers who met the criterion as opposed to those who did not was four and one-half to one.

On the 19 campuses with SCE teachers, a total of 22 teachers served an average of 935 students daily, or an average of 43 students served per teacher per day. Of these 22 teachers, 16 (73%) were nonbilingual and six (27%) were certified bilingual teachers. Bilingually certified teachers, as a group, served an average of 237 students each day. This averaged to 40 students per teacher per day. The 18 nonbilingual teachers together served an average of 698 students each day, or an average of 44 students per teacher per day.

Even though the averages for both groups of teachers were well above the minimum 35 pupil-per-day criterion, it must be noted that two teachers from each group failed to meet this standard. In other words, four of the 22 SCE teachers did not serve at least 35 students per day. Together, these teachers were 19 students shy of serving an overall total of 140 students. Each teacher's classload averaged about 30 students in size, five short of the 35 required.

By contrast, 82% of the SCE teachers met or exceeded the minimum requirement. This majority, 18 of 22 teachers, was made up of 14 (78%) nonbilingual and four (22%) certified bilingual teachers. Together, these 18 teachers served a total of 814 students in class sizes averaging approximately 45 students. Most of these instructors (16 or 73%) meeting the requirement served 35-50 students a day. This group of teachers--composed of 75% nonbilingual teachers (12) and 25% certified bilingual teachers (4)--served a total of 698 students, a 43 pupil-per-day average. However, two nonbilingual teachers (9% of the 22 SCE teachers) served more than 50 students per day. One teacher served 56 students per day on the average, the other 60 students per day, 116 students a day altogether.

Evaluation Question D1-5: How large were the achievement gains realized by students served by SCE teachers?

Program REGRAN from the EDSTAT-V statistical package was used to test the hypothesis that being served by an SCE teacher contributes positively to achievement gains in reading and math. Attachment A-8 is the output from these regression analyses. Only grades with both pre- and post-test scores on the ITBS, Reading Total and Math Total, were included.

In no comparison did the SCE-served students outperform the students who were also eligible by SCE criteria but not served. These analyses support the conclusion that being served by an SCE teacher was less beneficial than the instruction provided by a regular classroom teacher. Figure A-4 summarizes these results.

	Reading		Math	
Grade	p	Group with Higher Expected Posttest	p	Group with Higher Expected Posttest
2	.0000	Non-SCE	.0000	Non-SCE
3	.0000	Non-SCE	.0000	Non-SCE
4	.0000	Non-SCE	.0000	Non-SCE
5	.2974	Neither	.0099	Non-SCE
6	.0075	Non-SCE	.0001	Non-SCE

Figure A-4. PROBABILITY OF THE ACHIEVEMENT GAINS OF SCE STUDENTS BEING EQUAL TO THOSE OF NON-SCE STUDENTS IN THE ITBS READING TOTAL AND MATH TOTAL.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

1980-81

SCHOOLS WITH SCE TEACHERS

School	Number of Nonbilingual SCE Teachers	Number of Bilingually Certified SCE Teachers
1. Allan	1	
2. Barrington	1	
3. Barton Hills	1	
4. Blanton		1
5. Brooke	1	
6. Cook	1	
7. Cunningham	1	
8. Graham		1
9. Gullett	1	
10. Highland Park		1
11. Joslin	2	
12. Langford	1	
13. Pecan Springs	1	
14. Read	1	
15. Sunset Valley	1	1
16. Travis Heights		1
17. Webb	1	
18. Wooldridge	1	
19. Wooten	1	1
	16	6

22 SCE teachers

Attachment A-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 22, 1980

TO: SCE Elementary Teachers

FROM: Tom Kubiszyn (SCE Evaluator)

SUBJECT: Identifying Students Eligible for SCE

As you probably know, students eligible for SCE are those whose achievement in reading/language arts or math is at or below the 40th percentile. Percentile ranks for most students may be determined by looking at the ITBS Reading Total and Math Total percentiles in the student folders.

However, ITBS has not yet provided us with Reading Total percentiles for students tested in grades one and two last spring (this year's second and third graders). To determine whether or not your second and third graders are eligible for SCE in reading, use the following procedure:

1. Using the appropriate table in the ITBS level seven and eight manual (p. 89 for second graders and p. 90 for third graders), find the grade equivalent scores that correspond to the student's Vocabulary (V) and Reading Comprehension (R) raw scores. Please NOTE that all the numbers in these two tables, except those in the shaded Raw Score column, are grade equivalents--for some reason ITBS did not include a decimal point! For example, a second-grade student with a Vocabulary (V) raw score of 20 would, according to the table on p. 89, have a grade equivalent score of 2.5. If the same second-grade student had a Reading Comprehension (R) raw score of 42, his grade equivalent score would be 2.0. A third-grade student with a Vocabulary raw score of 10 would, according to the table on p. 90, have a grade equivalent score of 1.8. For the same student, a Reading Comprehension (R) raw score of 22 would have a grade equivalent of 1.4.

2. After determining a student's grade equivalents in Vocabulary and Reading Comprehension, add the two grade equivalent scores together and divide them by two to obtain the average of these grade equivalent scores.

3. For second graders, if the average grade equivalent score is 1.5 or lower, the student is eligible for SCE.

   For third graders, if the average grade equivalent score is 2.5 or lower, the student is eligible for SCE.

Approved: _____
Director, Office of Research and Evaluation

Approved: Roberta Hartung
Director, Elementary Education

TK:bw

cc: Joan Burnham, Roberta Hartung, Freda Holley, Lee Laws, Kathryn Stone
Elementary Principals

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 28, 1981

TO: SCE Teachers

FROM: David Wilkinson, SCE Evaluator

SUBJECT: (1) Identifying Students Eligible for SCE
(2) Record Keeping

This memo is to provide you with important information about SCE. No action is required by you at this time.

IDENTIFYING STUDENTS ELIGIBLE FOR SCE

General

As you probably know, TEA guidelines require you to serve 35-50 low-achieving students per day in either reading/language arts or math. In order to assist you in identifying students to serve, ORE has prepared the attached printout listing all of the students in your school who, according to our records, are eligible for SCE services.

Students eligible for SCE are those whose achievement in reading/language arts or math is at or below the 40th percentile. Where percentiles were not available, equivalent criteria have been defined. The criteria which students must meet are shown below.

Grade(s)	Test	Test Date	Reading/Language Arts Criteria	Math Criteria
K	Boehm	Fall 1980	Raw score of 30 or below	Same
1	MRT	Fall 1980	Raw score of 47 or below on the Pre-Reading Composite	No criteria
2	ITBS	Spring 1980	Average grade equivalent score of 1.5 or lower,* OR at or below the 40th %ile on Language Total	At or below the 40th %ile on Math Total
3	ITBS	Spring 1980	Average grade equivalent score of 2.5 or lower,* OR at or below the 40th %ile on Language Total	At or below the 40th %ile on Math Total
4-6	ITBS	Spring 1980	At or below the 40th %ile on Reading Total OR Language Total	At or below the 40th %ile on Math Total

*Reading Total percentiles were not available for students tested in grades 1 and 2 last spring (in grades 2 and 3 this year). To determine average grade equivalent, find the student's grade equivalents in Vocabulary (V) and Reading Comprehension (R), add them together, and divide the sum by two.

Identifying Students Eligible for SCE
Record Keeping
Page 2

If a student does not have a test score, SCE eligibility may be determined by:

1. the teacher's judgment that the student is achieving at the same level as other students who are eligible by their test scores, or
2. the administration of a make-up test (available on request from OFE).

LEP Student

In the six schools with bilingual SCE teachers (listed below), all identified LEP students are eligible for SCE services.

1. Blanton
2. Graham
3. Joslin
4. Pecan Springs
5. Sunset Valley
6. Wooten

RECORD KEEPING

As part of assessing the effectiveness of the SCE program, it will be necessary to collect information from you about the instructional services you have provided. We do NOT want to burden you with excess paperwork, but some records will have to be kept.

Around the first week in April, we will send you an alphabetic list of all the students in your school. On this list you will need to:

1. indicate which students were served, and
2. estimate the average number of students you served per day.

Hopefully, this information will be readily available from your roll books, thereby eliminating any extra paperwork.

If you have any questions about these or other SCE matters, please call me at 458-1227.

Thank you for your cooperation and effort.

APPROVED: Director, Office of Research and Evaluation

APPROVED: Director, Elementary Education

DW:pw
Attachment
cc: Lee Lewe, Joan Burnham, Kathryn Stone, Principals

OFFICE OF RESEARCH AND EVALUATION

STUDENTS ELIGIBLE FOR SCE INSTRUCTIONAL SERVICES IN 1980-1981

SCHOOL: [redacted] GRADE: 3

STU NUM	STUDENT NAME	READING AND/OR LANGUAGE ARTS: ITBS %T RILE	ITBS GE G.E.	ELIGIBLE	MATHEMATICS: ITBS %T RILE	ELIGIBLE
[redacted]	TINA	52	3.0	YES	11	YES
	ADAM	53	3.4	NO	62	NO
	JERRY	26	1.9	YES	27	YES
	DAWN	NO SCORE	NO SCORE	UNKNOWN	NO SCORE	UNKNOWN
	COREY	70	3.2	NO	84	NO
	MARGAR	82	3.5	NO	54	NO
	ANTOINET	NO SCORE	NO SCORE	UNKNOWN	NO SCORE	UNKNOWN
	CARMEN	63	3.0	NO	63	NO
	JANA	93	4.4	NO	95	NO
	YVONNE	63	3.2	NO	84	NO
	JAMES	99	4.5	NO	95	NO
	ERNEST	33	2.3	YES	71	NO
	FREDDY	33	1.5	YES	41	NO
	TIFFAN	98	4.6	NO	89	NO
	NATASH	36	2.5	YES	31	YES
	ALFRED	NO SCORE	NO SCORE	UNKNOWN	NO SCORE	UNKNOWN
	HOPE	NO SCORE	NO SCORE	UNKNOWN	NO SCORE	UNKNOWN
	JESS	94	3.5	NO	36	YES
	TERESA	40	1.9	YES	27	YES
	ERIC	40	NO SCORE	YES	36	YES
	JAVIER	88	2.0	YES	36	YES
	HILARY	53	3.3	NO	50	NO
	DAMON	02	1.0	YES	14	YES
	SEAN	96	4.0	NO	91	NO
	JASON	48	3.0	NO	41	NO
	LORINO	82	4.1	NO	59	NO
	AZALIA	75	2.6	NO	31	YES
	PAGE	82	4.4	NO	54	NO
	RAYMON	20	1.5	YES	04	YES
	ANTHONY	43	2.1	YES	14	YES
	TONI	05	2.3	YES	14	YES
	JEPTHA	82	3.9	NO	99	NO
	LAURA	99	4.4	NO	75	NO
	CHRIST	99	4.2	NO	99	NO
	CHERYL	38	2.7	YES	78	NO
	ALAN	94	3.9	NO	95	NO
	NIKKI	20	2.9	YES	71	NO
	SHELIA	47	2.6	NO	87	NO
	MARY	99	4.1	NO	94	NO
	VERONI	63	2.9	NO	63	NO
	JODY	89	3.8	NO	75	NO
	VERONICA	NO SCORE	NO SCORE	UNKNOWN	NO SCORE	UNKNOWN
	MANUEL	NO SCORE	NO SCORE	UNKNOWN	NO SCORE	UNKNOWN
	RICKY	33	1.8	YES	22	YES
	PEGGY	47	1.4	YES	22	YES
	ARIANI	70	3.2	NO	81	NO
	NORMA	40	2.2	YES	19	YES
	YOLAND	47	3.1	NO	81	NO
	LINDA	26	1.7	YES	06	YES
	ERIN	63	4.0	NO	63	NO

A-12

80.72

Attachment A-4

16

17

80.72

Attachment A-5

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 26, 1981

TO: SCE Teachers

FROM: David Wilkinson, SCE Evaluator

SUBJECT: SCE Teacher Service Report for 1980-81

The purpose of the attached printout is to collect information from you about the instructional services you have provided during 1980-81. Please do the following:

1. Estimate the average number of students you served per day. Write this number in the designated place on the first page of the printout.

2. Place a check beside the name of each student you have served in either reading/language arts or math.

3. Return this printout to

   David Wilkinson
   Box 79
   Administration Building

   by April 24, 1981.

The carbon copy of the printout is for you to keep for your records.

If you have any questions, please call me at 458-1227.

Thank you for your effort.

APPROVED: Freda Hollins
Director, Office of Research and Evaluation

APPROVED: Roberta Hartung
Director, Elementary Education

DW:bw
Attachment
cc: Lee Laws, Joan Burnham, Kathryn Stone, Principals

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

DATE: 3/30/81

SCE TEACHER SERVICE REPORT FOR 1980-81

SCE TEACHER: _____

I ESTIMATE THAT THE AVERAGE NUMBER OF STUDENTS I SERVED PER DAY WAS _____.

SCHOOL: GRADE: K

STUDENT NO.	STUDENT NAME		CHECK IF SERVED IN: READING/LANGUAGE ARTS	MATH
[redacted]	[redacted]	STEPHANIE	—	—
[redacted]	[redacted]	AMY	—	—
[redacted]	[redacted]	CYNTHIA	—	—
[redacted]	[redacted]	TERRY JR	—	—
[redacted]	[redacted]	CHRISTINA	—	—
[redacted]	[redacted]	BENJAMIN	—	—
[redacted]	[redacted]	RAYMOND	—	—
[redacted]	[redacted]	MELVIN	—	—
[redacted]	[redacted]	MONICA	—	—
[redacted]	[redacted]	KAREN	—	—
[redacted]	[redacted]	SAMUEL	—	—
[redacted]	[redacted]	MAURIE	—	—
[redacted]	[redacted]	MICHELLE	—	—
[redacted]	[redacted]	MELINDA	—	—
[redacted]	[redacted]	JOHN III	—	—
[redacted]	[redacted]	SALLY	—	—
[redacted]	[redacted]	ELISE	—	—
[redacted]	[redacted]	ANGELICA	—	—
[redacted]	[redacted]	EDITH	—	—
[redacted]	[redacted]	JOSE M	—	—
[redacted]	[redacted]	KIM	—	—

FILE ID A Q Y CARD FILE LAYOUT LOCATION

NAME David Wilkinson DATE 4-7-81

COMMENTS SCE Teacher and Counselor Service File - 1980-81

FIELD	COLUMNS	DESCRIPTION
A	1 - 3	FILE ID
B	4 - 10	Student ID
C	11 - 37	Student Name (Last - 11-25; First - 26-36; MI - 37)
D	38 - 40	80-81 School
E	41 - 43	Blank
F	44 - 45	Grade (Kindergarten = 00)
G	46 - 48	Blank
H	49 - 49	Served by SCE Teacher (bilingual)
I	50 - 50	Served by SCE Teacher (non-bilingual)
J	51 - 51	Served by SCE Counselor
K	52 - 52	Served in reading/language arts
L	53 - 53	Served in math
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	

1 if served; B otherwise

ATTACHMENT A-8

Regression Analyses

Students Included: Any student in a school with an SCE teacher, who was SCE-eligible, and was served by an SCE teacher; and any student in a school without SCE or Title I who was SCE-eligible.

Grades: 1980-81, 2-6

Variables:

1. Reading Total, grade equivalent, 1981
2. Math Total, grade equivalent, 1981
3. Reading Total, grade equivalent, 1980
4. Reading Total, grade equivalent, 1980
5. "1" if served by an SCE teacher, "0" otherwise

80.72

Attachment A-8
(Page 1 of 10)

```
*** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - SCE FINAL REPORT ANALYSIS #7 ISCE TEACHER, GRADE 21          ITRI0490

PARAMETERS
COL  1- 5 =     5
COL  6-10 =   675
COL 11-15 =     4
COL 16-20 =     2
COL 21-25 =     1

DATA FORMAT = (A3,5F1.0)                                              ITRI0510

INTERCORRELATION ANALYSIS.

MEANS          1          2          3          4          5
             2.3766     2.4119     1.5742     1.5868     0.1867

SIGMAS         1          2          3          4          5
             0.8823     0.6237     0.6231     0.4228     0.3896

R MATRIX       1          2          3          4          5
      1     1.0000     0.5784     0.6175     0.2758    -0.3644
      2     0.5784     1.0000     0.3234     0.5377    -0.3103
      3     0.6175     0.3234     1.0000     0.2448    -0.2938
      4     0.2758     0.5377     0.2448     1.0000    -0.2377
      5    -0.3644    -0.3103    -0.2938    -0.2377     1.0000


MODEL  1 01  CRITERION =  1

PREDICTORS =  3= 3  5= 5
P =  3   RSQ = 0.3813
P =  5   RSQ = 0.4180

R = 0.6465     RSQ = 0.4180          2 ITERATIONS.

   V       BETA        B
   3     0.9587     0.7910
   5    -0.2002    -0.4534
REG. CONST. =      1.2160


MODEL  2 02  CRITERION =  3

PREDICTORS =  3= 3
P =  3   RSQ = 0.3813

R = 0.6175     RSQ = 0.3813          1 ITERATIONS.
```

```
   5    0.1511     2.8741
REG. CONST. =     1.0002


MODEL   3 01  CRITERION =  2

PREDICTORS =  4= 5
P =  4    RSQ = 0.2892
P =  5    RSQ = 0.3244

R = 0.5696      RSQ = 0.3244          2 ITERATIONS.

  V       BETA         B
  4     0.4913     0.7254
  5    -0.1934    -0.3095
REG. CONST. =     1.3186


MODEL   4 04  CRITERION =  2

PREDICTORS =  4= 4
P =  4    RSQ = 0.2892

R = 0.5377      RSQ = 0.2892          1 ITERATIONS.

  V       BETA         B
  4     0.5377     0.7932
REG. CONST. =     1.1532


F-TEST  1                                                        ITR10560
RSQ FULL =     0.4180      MODEL  1
RSQ REDUCED =  0.3813      MODEL  2
DIFFERENCE =   0.0366
DFN =  1.      DFD =  672.      F-RATIO =  42.291   P = 0.0000


F-TEST  2                                                        ITR10570
RSQ FULL =     0.3244      MODEL  3
RSQ REDUCED =  0.2892      MODEL  4
DIFFERENCE =   0.0353
DFN =  1.      DFD =  672.      F-RATIO =  35.086   P = 0.0000
```

*** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - SCE FINAL REPORT ANALYSIS #8 (SCE TEACHER, GRADE 3) ITR10490

PARAMETERS
COL 1- 5 = 5
COL 6-10 = 718
COL 11-15 = 4
COL 16-20 = 2
COL 21-25 = 1

DATA FORMAT = (A3,5F1.0) ITR10510

INTERCORRELATION ANALYSIS.

MEANS	1	2	3	4	5
	3.2036	3.2557	2.3650	2.3997	0.1727

SIGMAS	1	2	3	4	5
	1.0529	0.7757	0.8059	0.9211	0.3780

R MATRIX	1	2	3	4	5
1	1.0000	0.7017	0.7792	0.2816	-0.4285
2	0.7017	1.0000	0.5290	0.5049	-0.3079
3	0.7792	0.5290	1.0000	0.2852	-0.4143
4	0.2816	0.5049	0.2852	1.0000	-0.1871
5	-0.4285	-0.3079	-0.4143	-0.1871	1.0000

MODEL 1 01 CRITERION = 1

PREDICTORS = 3- 3 5- 5
P = 3 RSQ = 0.6072
P = 5 RSQ = 0.6207

R = 0.7878 RSQ = 0.6207 2 ITERATIONS.

V	BETA	B
3	0.7264	0.9491
5	-0.1276	-0.3554
REG. CONST. =		1.0224

MODEL 2 02 CRITERION = 1

PREDICTORS = 3- 3
P = 3 RSQ = 0.6072

R = 0.7792 RSQ = 0.6072 1 ITERATIONS.

V	BETA	B

80.72

Attachment A-8
(continued, page 3 of 10)

```
   4    0.7752      1.2611
REG. CONST. =      0.7978


MODEL  3 03  CRITERION =  2

PREDICTORS =  4= 5
P =  4   RSQ = 0.2549
P =  5   RSQ = 0.3021

R = 0.5496      RSQ = 0.3021          2 ITERATIONS.

  V       BETA         B
  4     0.4635     0.6899
  5    -0.2211    -0.4538
REG. CONST. =      1.6784


MODEL  4 04  CRITERION =  2

PREDICTORS =  4= 4
P =  4   RSQ = 0.2549

R = 0.5049      RSQ = 0.2549          1 ITERATIONS.

  V       BETA         B
  4     0.5049     0.7515
REG. CONST. =      1.4522


F-TEST  1                                                    ITR|0560
RSQ FULL =     0.6207      MODEL  1
RSQ REDUCED =  0.6072      MODEL  2
DIFFERENCE =   0.0135
DFN =  1.      DFD =  715.      F-RATIO =  25.419    P = 0.0000


F-TEST  2                                                    ITR|0570
RSQ FULL =     0.3021      MODEL  3
RSQ REDUCED =  0.2549      MODEL  4
DIFFERENCE =   0.0472
DFN =  1.      DFD =  715.      F-RATIO =  48.333    P = 0.0000
```

*** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - SCE FINAL REPORT ANALYSIS #9 (SCE TEACHER, GRADE 4) $TR10490

PARAMETERS
COL 1- 5 = 5
COL 6-10 = 686
COL 11-15 = 4
COL 16-20 = 2
COL 21-25 = 1

DATA FORMAT = (A3,5F1.0) $TR10510

INTERCORRELATION ANALYSIS.

MEANS	1	2	3	4	5
	3.6653	3.9023	2.9149	3.1404	0.2828

SIGMAS	1	2	3	4	5
	1.0971	0.8719	0.8333	0.9502	0.4504

R MATRIX	1	2	3	4	5
1	1.0000	0.6830	0.7774	0.4084	-0.4404
2	0.6830	1.0000	0.5101	0.6328	-0.2556
3	0.7774	0.5101	1.0000	0.3504	-0.4144
4	0.4084	0.6328	0.3504	1.0000	-0.1520
5	-0.4404	-0.2556	-0.4144	-0.1520	1.0000

MODEL 1 01 CRITERION = 1

PREDICTORS = 3- 3 5- 5
P = 3 RSQ = 0.6044
P = 5 RSQ = 0.6213

R = 0.7882 RSQ = 0.6213 2 ITERATIONS.

V	BETA	B
3	0.7193	0.9456
5	-0.1428	-0.3677
REG. CONST. =		1.0072

MODEL 2 02 CRITERION = 1

PREDICTORS = 3- 3
P = 3 RSQ = 0.6044

R = 0.7774 RSQ = 0.6044 1 ITERATIONS.

V	BETA	B

Attachment A-8
(continued, page 5 of 10)

```
 5    0.1774    0.0239
REG. CONST. =    0.6819


MODEL  3 03  CRITERION =  2

PREDICTORS =  4= 5
P =  4   RSQ = 0.4004
P =  5   RSQ = 0.4264

R = 0.6530     RSQ = 0.4264          2 ITERATIONS.

  V       BETA         B
  4     0.6080     0.9635
  5    -0.1632    -0.3160
REG. CONST. =     0.9661


MODEL  4 04  CRITERION =  2

PREDICTORS =  4= 4
P =  4   RSQ = 0.4004

R = 0.6328     RSQ = 0.4004          1 ITERATIONS.

  V       BETA         B
  4     0.6328     1.0028
REG. CONST. =     0.7533


F-TEST  1                                                    ITR10560
RSQ FULL =     0.6213      MODEL  1
RSQ REDUCED =  0.6044      MODEL  2
DIFFERENCE =   0.0169
DFN =  1.      DFD =  683.      F-RATIO =  30.441   P = 0.0000


F-TEST  2                                                    ITR10570
RSQ FULL =     0.4264      MODEL  3
RSQ REDUCED =  0.4004      MODEL  4
DIFFERENCE =   0.0260
DFN =  1.      DFD =  683.      F-RATIO =  30.985   P = 0.0000
```

```
*** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - SCE FINAL REPORT ANALYSIS #10 (SCE TEACHER, GRADE 5)          ITR10490

PARAMETERS
COL  1- 5 =     5
COL  6-10 =   666
COL 11-15 =     4
COL 16-20 =     2
COL 21-25 =     1

DATA FORMAT = (A3,5F1.0)                                               ITR10510

INTERCORRELATION ANALYSIS.

MEANS          1          2          3          4          5
             4.5520     4.7772     3.5861     3.9221     0.3158

SIGMAS         1          2          3          4          5
             1.2277     0.9906     0.9536     0.7892     0.4648

R MATRIX       1          2          3          4          5
     1      1.0000     0.6767     0.8057     0.5442    -0.2732
     2      0.6767     1.0000     0.5521     0.7531    -0.2184
     3      0.8057     0.5521     1.0000     0.5256    -0.3103
     4      0.5442     0.7531     0.5256     1.0000    -0.2035
     5     -0.2732    -0.2184    -0.3103    -0.2035     1.0000


MODEL  1 01  CRITERION =  1

PREDICTORS =  3= 3  5= 5
P =  1   RSQ = 0.6491
P =  5   RSQ = 0.6497

R = 0.8060     RSQ = 0.6497          2 ITERATIONS.

  V       BETA        B
  3     0.7977    1.0271
  5    -0.0254   -0.0677
REG. CONST. =     0.8902


MODEL  2 02  CRITERION =  1

PREDICTORS =  3= 3
P =  1   RSQ = 0.6491

R = 0.8057     RSQ = 0.6491          1 ITERATIONS.

  V       BETA        B
  3     0.8057    1.0373
```

REG. CONST. = 0.8511

MODEL 3 01 CRITERION = 2

PREDICTORS = 4= 5
P = 4 RSQ = 0.5672
P = 5 RSQ = 0.5716

R = 0.7560 RSQ = 0.5716 2 ITERATIONS.

V	BETA	B
4	0.7393	0.9275
5	-0.0680	-0.1448

REG. CONST. = 1.1838

MODEL 4 01 CRITERION = 2

PREDICTORS = 4= 4
P = 4 RSQ = 0.5672

R = 0.7531 RSQ = 0.5672 1 ITERATIONS.

V	BETA	B
4	0.7531	0.9453

REG. CONST. = 1.0647

ITR10560

F-TEST 1
RSQ FULL = 0.6497 MODEL 1
RSQ REDUCED = 0.6491 MODEL 2
DIFFERENCE = 0.0006
DFN = 1. DFD = 643. F-RATIO = 1.089 P = 0.2974

ITR10570

F-TEST 2
RSQ FULL = 0.5716 MODEL 3
RSQ REDUCED = 0.5672 MODEL 4
DIFFERENCE = 0.0044
DFN = 1. DFD = 643. F-RATIO = 6.647 P = 0.0099

*** OUTPUT FROM PROGRAM PROGRAM ***

PROGRAM - SCE FINAL REPORT ANALYSIS ALL ESCE TEACHERS, GRADE 01 ITR19660

PARAMETERS
COL 1-5 = 5
COL 6-10 = 518
COL 11-15 = 4
COL 16-20 = 7
COL 21-25 = 1

DATA FORMAT = (13,5F1.0) ITR10510

INTERCORRELATION ANALYSIS.

MEANS	1	2	3	4	5
	5.6400	5.7571	6.6963	6.8114	0.3050

SIGMAS	1	2	3	4	5
	1.4018	1.0810	1.1845	0.8358	0.4604

R MATRIX	1	2	3	4	5
1	1.0000	0.6659	0.8532	0.5443	-0.4311
2	0.6659	1.0000	0.5807	0.7574	-0.3346
3	0.8532	0.5807	1.0000	0.5567	-0.4408
4	0.5443	0.7574	0.5567	1.0000	-0.2875
5	-0.4311	-0.3346	-0.4408	-0.2875	1.0000

MODEL 1 OF CRITERION = 1

PREDICTORS = 3= 3 5= 5
P = 3 RSQ = 0.7279
P = 5 RSQ = 0.7317

R = 0.8554 RSQ = 0.7317 2 ITERATIONS.

V	BETA	R
3	0.8231	0.9742
5	-0.0682	-0.2877
REG. CONST. =	1.1232	

MODEL 2 OF CRITERION = 1

PREDICTORS = 3= 3
P = 3 RSQ = 0.7279

R = 0.8532 RSQ = 0.7279 1 ITERATIONS.

V	BETA	R
3	0.8532	1.0000

Attachment A-8
(continued, page 9 of 10)

```
F-TO-ENTER =     3.8416


MODEL  3 03  CRITERION =  2

PREDICTORS =  4= 5
P =  4   RSQ = 0.5737
P =  5   RSQ = 0.5889

R = 0.7674     RSQ = 0.5889          2 ITERATIONS.

  V       BETA         B
  4     0.7205     0.9319
  5    -0.1285    -0.3017
REG. CONST. =     1.3654


MODEL  4 04  CRITERION =  2

PREDICTORS =  4= 4
P =  4   RSQ = 0.5737

R = 0.7574     RSQ = 0.5737          1 ITERATIONS.

  V       BETA         B
  4     0.7574     0.9797
REG. CONST. =     1.0435


F-TEST  1                                                    ITA10560
RSQ FULL =     0.7317     MODEL  1
RSQ REDUCED =  0.7279     MODEL  2
DIFFERENCE =   0.0038
DFN =  1.      DFD =  515.      F-RATIO =    7.200   P = 0.0075


F-TEST  2                                                    ITA10570
RSQ FULL =     0.5889     MODEL  3
RSQ REDUCED =  0.5737     MODEL  4
DIFFERENCE =   0.0151
DFN =  1.      DFD =  515.      F-RATIO =   14.975   P = 0.0001
```

State Compensatory Education

Appendix B

COUNSELOR SERVICE REPORT

80.72 Instrument Description: Counselor Service Report

Brief description of the instrument:

The SCE Counselor Service Report for 1980-81 is a printout listing, in alphabetical order by teacher, all of the students in a school. Across from each student's name and permanent number a place was left for the counselor to check whether the student had been served one or more times in 1980-81. Space was left at the end of each class for the counselor to add students not listed on the printout.

To whom was the instrument administered?

Altogether, 22 SCE counselors received printouts (see Attachment B-1).

How many times was the instrument administered?

Once to each counselor.

When was the instrument administered?

April 1 - April 24, 1981.

Where was the instrument administered?

In a location of the counselor's choice.

Who administered the instrument?

Self-administered.

What training did the administrators have?

Counselors received a memo (Attachment B-4) with instructions.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Some known.

Who developed the instrument?

ORE staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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80.72

COUNSELOR SERVICE REPORT

Purpose

The SCE Counselor Service Report for 1980-81 provided information relevant to the following decision and evaluation questions:

> Decision Question D4: If SCE is refunded for 1981-82, should the Guidance and Counseling Component be discontinued, modified, or continued as is?
>
> > Evaluation Question D4-1: What percentage of eligible students, by ethnicity, were actually served by SCE counselors?
> >
> > Evaluation Question D4-2: Did SCE students served by SCE counselors realize achievement gains?

Procedure

Data Collection

In the early fall of 1980, the 22 SCE counselors received a memorandum (Attachment B-2) briefly stating SCE requirements with respect to their service of low-achieving students. In response to this memo a meeting requested by the Supervisor of Elementary Counseling to discuss these requirements took place on September 19, 1980. At the meeting were the Supervisor of Elementary Counseling, the Director of Developmental Programs, and the SCE Evaluator. Discussion at the meeting largely involved a concern on the part of the counselors that the SCE requirements would result in an "unreasonable" amount of record keeping by counselors similar to that required by Title I in a previous year. The Supervisor of Elementary Counseling was assured this was not so and it was agreed that the SCE Evaluator would meet with a counselors' committee to clarify the issue.

On November 10, 1980, a meeting of the Elementary Counselors Advisory Committee was held. The SCE Evaluator and Senior Evaluator were present by invitation. At this meeting, the issue of record keeping by SCE counselors was discussed, as well as other aspects of the 1980-81 SCE evaluation of the counseling component. It was decided that in late March or early April, ORE would generate a computer listing for each SCE counselor, by teacher if possible, of all the students in the school. Counselors would place a check next to the names of the students they had served and return the listing to ORE prior to the beginning of ITBS testing (April 28-30). A memo (Attachment B-3) addressing this and other issues discussed in the November 10 meeting was sent to counselors on November 24, 1980.

At the end of March, 1981, SCE counselors received the memo shown in Attachment B-4 giving them directions for completing the SCE Counselor Service Report for 1980-81, a printout accompanying the memo. A sample of the service report is shown in Attachment B-5. All 22 counselors returned their printouts by the deadline given in the memo.

Upon receipt by ORE, the printouts were collected by the SCE Evaluation Assistant who secured missing student identification numbers and readied the printouts for keypunching. The SCE Evaluation Assistant then delivered the printouts to Southwest Educational Development Laboratory (SEDL) to be keypunched according to the format shown in Attachment B-6. The resulting cards were then used as the basis for the analyses described below.

Analyses will be described below along with the results for each evaluation question.

Results

Evaluation Question D4-1: What percentage of eligible students, by ethnicity, were actually served by SCE counselors?

The eligible SCE students were determined by using the criteria described in Appendix A, Attachments A-2 and A-3. Students with available test scores were judged against these criteria and the counselors' SCE Counselor Service Report to calculate the number and percentage of eligible students who had been counseled. Figure B-1 summarizes these results.

	ETHNICITY							
	Black		Hispanic		Anglo		Total	
Grade	#	%	#	%	#	%	#	%
K	182	75.2	191	43.1	48	57.8	426	54.7
1	175	71.4	215	62.5	85	55.6	481	64.0
2	149	62.9	239	56.6	108	54.0	499	57.6
3	189	69.0	240	58.3	164	68.6	595	63.8
4	191	78.0	270	71.2	141	70.1	609	72.9
5	173	73.3	233	73.0	149	66.8	561	71.4
6	182	82.7	241	73.7	167	76.3	597	77.2
K-6	1241	73.0	1629	61.6	862	65.4	3768	65.9

Figure B-1. NUMBER AND PERCENTAGE OF SCE-ELIGIBLE STUDENTS SERVED BY SCE COUNSELORS IN 1980-81, BY GRADE AND ETHNICITY. Although not shown separately, Indian and Oriental students are included in the total.

Evaluation Question D4-2: Did students served by SCE counselors realize achievement gains?

Program REGRAN from the EDSTAT-V statistical package was used to test the hypothesis that being counseled by an SCE counselor contributes positively to achievement gains in reading and math. Attachment B-7 is the output from these regression analyses. Only grades with both pre- and posttest scores on the Iowa Tests of Basic Skills (ITBS) were included.

There were no statistically significant differences in the math performance of students who were counseled and that of those who were not counseled. However, of the five reading comparisons, two significantly favored those not counseled, two were not significant, and one significantly favored those counseled. Figures B-2 summarizes these findings.

The same regression analysis was conducted for kindergarteners using Boehm Test of Basic Concepts total raw scores from the fall of 1980 and the spring of 1981. As seen in Figure B-3, the students who were not counseled performed significantly better.

	Reading		Math	
Grade	p	Group with Higher Expected Posttest	p	Group with Higher Expected Posttest
2	.0086	Not counseled	.3158	Neither
3	.0202	Not counseled	.2778	Neither
4	.1356	Neither	.5742	Neither
5	.2387	Neither	.6282	Neither
6	.0549	Counseled	.4522	Neither

Figure B-2. PROBABILITY OF THE ACHIEVEMENT GAINS OF STUDENTS COUNSELED BY AN SCE COUNSELOR BEING EQUAL TO THOSE OF STUDENTS NOT COUNSELED ON THE ITBS READING TOTAL AND MATH TOTAL.

Grade Grade	p	Group with Higher Expected Posttest
K	.0268	Not counseled

Figure B-3. PROBABILITY OF THE ACHIEVEMENT GAINS OF KINDERGARTEN STUDENTS COUNSELED BY AN SCE COUNSELOR BEING EQUAL TO THOSE OF STUDENTS NOT COUNSELED ON THE BOEHM TEST OF BASIC CONCEPTS.

ELEMENTARY SCHOOLS WITH SCE COUNSELORS

School	Grade Span
Allison	K-3
Andrews	K-6
Barrington	K, 4-6
Becker	K-6
Blackshear	K, 4-6
Brooke	K, 4-6
Brown	K-6
Campbell	K, 4-6
Casis	K-3
Dawson	K-6
Harris	1-6
Maplewood-Sims*	K-6; K-3
Metz	K-3
Norman-Ortega*	K-3; K, 4-6
Oak Springs	K-3
Pleasant Hill	K-6
Ridgetop-Rosewood*	K-6; 1-3
St. Elmo	K-6
Sanchez	K-3
Williams	K-6
Zavala	K, 4-6
Zilker	K-6

*Served by one counselor.

80.72

Attachment B-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 4, 1980

TO: Elementary School Counselors

FROM: Tom Kubiszyn (SCE Evaluator)

SUBJECTS: Student Labels, SCE Requirements

Student Labels

At the counselors' meeting on August 17, 1980 Nancy Baenen and I said we would supply each elementary counselor with stick-on labels for all students in their schools. These labels are to be affixed to the "Student Counseling Period" file cards. We hoped to get these to you during the first week of school, but it now looks like they will not reach you until next week. Bear with us just a little longer!

SCE Requirements

Just a reminder for those of you who are partially funded (either 41% or 42.5%) by SCE. You are required to serve low achievers (40th percentile or lower in reading and/or math) only 41% or 42.5% of the time. These figures correspond to the percentage of your time actually funded by SCE.

Finally, please feel free to contact me at ORE (458-1227) if you have any questions, or just to say hello! I will be trying to visit as many schools as possible over the next few months and hope to spend some time talking with each of you. In the meantime, keep up the good work and congratulations on helping smooth the opening of school.

TK:bw

Approved: Freda M Holley
Director of Research and Evaluation

Approved: Roberta Hartung
Director of Elementary Education

cc: Gloria Williams
Lee Laws
Elementary School Principals

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 24, 1980

TO: Elementary Counselors

FROM: David Wilkinson, SCE Evaluator

SUBJECT: (1) Corrected Labels for "Student Counseling Record" Cards
(2) SCE Data Collection Timeline
(3) SCE Evaluation Questions

This memo is in response to questions and concerns expressed by the Elementary Counselors Advisory Committee in a meeting with ORE on November 10. The first section of this memo is directed to all elementary counselors. The second and third sections are for the SCE counselors.

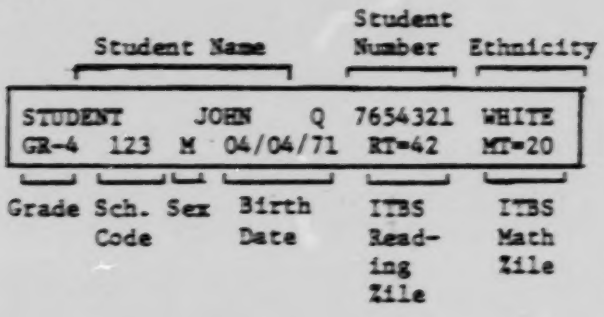
Corrected Labels for "Student Counseling Record" Cards

Some of the labels that were sent to counselors in September are missing ITBS Reading and/or Math percentiles. Enclosed are labels to replace the labels that were missing scores. In addition to providing the missing ITBS percentiles, these labels were also changed to reflect the student's date of birth. Counselors should find labels for all students in grades 2-6 who are currently enrolled in their schools.

Note: ITBS Reading and Math percentiles are available only for students in grades 4-6. ITBS Math percentiles, but NOT Reading percentiles, are the only scores available for students in grades 2-3.

The diagram below should be helpful in understanding the information printed on the labels.

Sample Label:



SCE Data Collection Timeline

As decided in the November 10 meeting, the only time data will be collected from counselors by SCE will be in April, 1981. At that time ORE will generate a computer listing for each SCE school, by classroom if possible, of all the students in the school. The SCE counselors will place a check next to the names of the students they have served one or more times and return the listing to ORE. These activities are summarized below.

Task	Target Date	Responsible
Generate listing for SCE counselors (all students)	4-6-81	ORE
Report number of SCE students served (printout check-off)	4-24-81	SCE Counselors

SCE Evaluation Questions

The three evaluation questions related to the Guidance and Counseling component of SCE are given below.

1. What percentage of eligible students, by ethnicity, were actually served by SCE counselors?

2. By ethnicity, did SCE students served by SCE counselors realize achievement gains?

3. Did school personnel feel SCE counselors provided services that otherwise were unavailable?

ORE will be able to answer these questions without involving counselors in any data collection effort beyond that described in the previous section of this memo.

DW:bw
Enclosure

APPROVED: Zsuzsa Hollos
Director, Research and Evaluation

APPROVED: Roberta Hartsuiker
Director, Elementary Education

cc: Gloria Richards
Kay Killough
Elementary Principals

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 30, 1981

TO: SCE Counselors

FROM: David Wilkinson, SCE Evaluator DW

SUBJECT: Service Report for 1980-81

The purpose of the attached printout is to collect information from you about the counseling services you have provided during 1980-81. Please do the following:

1. Place a check beside the name of each student you have served one or more times this year.

2. Return this printout to

   David Wilkinson
   Box 79
   Administration Building

   by April 24, 1981.

The carbon copy is for you to keep for your records.

If you have any questions, please call me at 458-1227.

Thank you for your effort.

APPROVED: Zaida M Holley
Director, Office of Research and Evaluation

APPROVED: Roberta Hartung
Director, Elementary Education

DW:bw
Attachment
cc: Gloria Richards, Kay Killough, Lee Laws, Joan Burnham, Principals

DATE: 4/03/81

OFFICE OF RESEARCH AND EVALUATION
SCE COUNSELOR SERVICE REPORT FOR 1980-81

SCHOOL: [redacted]
TEACHER: 030

GRADE: 6

STUDENT NO.	STUDENT NAME		CHECK IF SERVED ONE OR MORE TIMES
[redacted]	[redacted]	DONNIE	—
[redacted]	[redacted]	PATRICK	—
[redacted]	[redacted]	KIRSTEN	—
[redacted]	[redacted]	TAMATHA	—
[redacted]	[redacted]	DANIEL	—
[redacted]	[redacted]	CHAD	—
[redacted]	[redacted]	MARTIN	—
[redacted]	[redacted]	MELISSA	—
[redacted]	[redacted]	GAYLE	—
[redacted]	[redacted]	MONIQUE	—
[redacted]	[redacted]	MICHAEL	—
[redacted]	[redacted]	R DANIEL	—
[redacted]	[redacted]	NICOLE	—
[redacted]	[redacted]	CHERYL	—
[redacted]	[redacted]	RICHARD	—
[redacted]	[redacted]	RAMA	—
[redacted]	[redacted]	TANYA	—
[redacted]	[redacted]	DONNA	—
[redacted]	[redacted]	ADAN	—
[redacted]	[redacted]	ALAN	—
[redacted]	[redacted]	MICHAEL	—
[redacted]	[redacted]	JAMES	—

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80.72

Attachment B-5

FILE ID A Q T CARD FILE LAYOUT LOCATION

NAME David Wilkinson DATE 4-7-81

COMMENTS SCE Teacher and Counselor Service File - 1980-81

FIELD	COLUMNS	DESCRIPTION
A	1 - 3	FILE ID
B	4 - 10	Student ID
C	11 - 37	Student Name (Last - 11-25; First - 26-36; MI - 37)
D	38 - 40	80-81 School
E	41 - 43	Blank
F	44 - 45	Grade (Kindergarten = 00)
G	46 - 48	Blank
H	49 - 49	Served by SCE Teacher (bilingual)
I	50 - 50	Served by SCE Teacher (non-bilingual)
J	51 - 51	Served by SCE Counselor } 1 if served; 0 otherwise
K	52 - 52	Served in reading/language arts
L	53 - 53	Served in math
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	

80.72

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Attachment B#9

ATTACHMENT B-7

Regression Analyses

Students Included: Any student in a school with an SCE counselor and served by either an SCE teacher or a Title I teacher.

Grades: K, 2-6

Variables:

K -
1. Boehm Total raw score, spring, 1981
2. Boehm Total raw score, fall, 1980
3. "1" if counseled, "0" otherwise

2-6 -
1. Reading Total, grade equivalent, 1981
2. Math Total, grade equivalent, 1981
3. Reading Total, grade equivalent, 1980
4. Reading Total, grade equivalent, 1980
5. "1" if served by an SCE teacher, "0" otherwise

*** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - SCE FINAL REPORT ANALYSIS #1 (SCE COUNSELOR, GRADE 6) [TR]0410

PARAMETERS
COL 1- 5 = 3
COL 6-10 = 422
COL 11-15 = 2
COL 16-20 = 1
COL 21-25 = 1

DATA FORMAT = (I3,3F1.0) [TR]0430

INTERCORRELATION ANALYSIS.

MEANS	1	2	3
	35.9355	22.0308	0.6351

SIGMAS	1	2	3
	6.5782	5.6607	0.4814

R MATRIX	1	2	3
1	1.0000	0.5480	-0.1126
2	0.5480	1.0000	-0.0428
3	-0.1126	-0.0428	1.0000

MODEL 1 02 CRITERION = 1

PREDICTORS = 2- 3
P = 2 RSQ = 0.3004
P = 3 RSQ = 0.3083

R = 0.5553 RSQ = 0.3083 2 ITERATIONS.

V	BETA	R
2	0.5442	0.6324
3	-0.0893	-0.2206
REG. CONST. =		22.3781

MODEL 2 02 CRITERION = 1

PREDICTORS = 2- 2
P = 2 RSQ = 0.3004

R = 0.5480 RSQ = 0.3004 1 ITERATIONS.

V	BETA	R
2	0.5480	0.6324
REG. CONST. =		21.5049

80.72

F-TEST 1 |TB|GA60

RSQ FULL =	0.3083	MODEL 1	
RSQ REDUCED =	0.3004	MODEL 2	
DIFFERENCE =	0.0080		
DFN = 1.	DFD = 419.	F-RATIO = 4.825	P = .0288

Attachment B-7
(continued, page 2 of 12)

*** OUTPUT FROM PROGRAM PROGRAM ***

PROGRAM - SEE FINAL REPORT ANALYSIS 02 ESCE COUNSELOR, GRADE 21 [TR]0.40

PARAMETERS
COL 1-5 = 5
COL 6-10 = 291
COL 11-15 = 5
COL 16-20 = 2
COL 21-25 = 1

DATA FORMAT = (A3,5F1.0) [TR]0480

INTERCORRELATION ANALYSIS.

MEANS	1	2	3	4	5
	1.8959	2.1774	1.1220	1.5711	0.6804

SIGMAS	1	2	3	4	5
	0.6802	0.5725	0.3516	0.4234	0.4640

R MATRIX	1	2	3	4	5
1	1.0000	0.6064	0.3114	0.3654	-0.1425
2	0.6064	1.0000	0.1995	0.5728	-0.0975
3	0.3114	0.1995	1.0000	0.3119	0.0149
4	0.3654	0.5728	0.3119	1.0000	-0.0852
5	-0.1425	-0.0975	0.0149	-0.0852	1.0000

MODEL 1 OF CRITERION = 1

PREDICTORS = 3= 3 5= 5
P = 1 RSQ = 0.2970
P = 2 RSQ = 0.3444

R = 0.3444 RSQ = 0.1186 2 ITERATIONS.

V	BETA	B
3	0.3804	0.5448
5	-0.1477	-0.2198
REG. CONST. =		1.4324

MODEL 2 OF CRITERION = 1

PREDICTORS = 3= 3
P = 1 RSQ = 0.0970

R = 0.3114 RSQ = 0.0970 1 ITERATIONS.

V	BETA	B
3	0.3114	0.5410

REG. CONST. = 1.2482

MODEL 3 03 CRITERION = 2

PREDICTORS = 4← 5
P = 4 RSQ = 0.3281
P = 5 RSQ = 0.3305

R = 0.5749 RSQ = 0.3305 2 ITERATIONS.

V	BETA	B
4	0.5686	0.7693
5	-0.0491	-0.0606
REG. CONST. =		1.1642

MODEL 4 04 CRITERION = 2

PREDICTORS = 4← 4
P = 4 RSQ = 0.3281

R = 0.5729 RSQ = 0.3281 1 ITERATIONS.

V	BETA	B
4	0.5729	0.7750
REG. CONST. =		1.1148

F-TEST 1 ITR10530
RSQ FULL = 0.1184 MODEL 1
RSQ REDUCED = 0.0970 MODEL 2
DIFFERENCE = 0.0217
DFN = 1. DFD = 284. F-RATIO = 6.978 P = 0.0086

F-TEST 2 ITR10540
RSQ FULL = 0.3305 MODEL 3
RSQ REDUCED = 0.3281 MODEL 4
DIFFERENCE = 0.0024
DFN = 1. DFD = 284. F-RATIO = 1.014 P = 0.3158

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*** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - SCE FINAL REPORT ANALYSIS #3 (SCE COUNSELOR, GRADE 3) ITR10460

PARAMETERS
COL 1- 5 = 5
COL 6-10 = 312
COL 11-15 = 4
COL 16-20 = 2
COL 21-25 = 1

DATA FORMAT = (A3,5F1.0) ITR10480

INTERCORRELATION ANALYSIS.

MEANS	1	2	3	4	5
	2.6151	3.0138	1.8135	2.3064	0.6603

SIGMAS	1	2	3	4	5
	0.7190	0.6065	0.5585	0.5302	0.4736

R MATRIX	1	2	3	4	5
1	1.0000	0.5669	0.5584	0.3978	-0.1450
2	0.5669	1.0000	0.3179	0.4912	-0.0975
3	0.5584	0.3179	1.0000	0.4341	-0.0663
4	0.3978	0.4912	0.4341	1.0000	-0.0896
5	-0.1450	-0.0975	-0.0663	-0.0896	1.0000

MODEL 1 01 CRITERION = 1

PREDICTORS = 3- 3 5- 5
P = 3 RSQ = 0.3118
P = 5 RSQ = 0.3235

R = 0.5688 RSQ = 0.3235 2 ITERATIONS.

V	BETA	B
3	0.5512	0.7096
5	-0.1004	-0.1646
REG. CONST. =		1.4370

MODEL 2 02 CRITERION = 1

PREDICTORS = 3- 3
P = 3 RSQ = 0.3118

R = 0.5584 RSQ = 0.3118 1 ITERATIONS.

V	BETA	B
3	0.5584	0.7187

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(continued, page 5 of 12)

[illegible] = 0.3115

MODEL 3 03 CRITERION = 2

PREDICTORS = 4= 5
P = 4 RSQ = 0.2413
P = 5 RSQ = 0.2442

R = 0.4942 RSQ = 0.2442 2 ITERATIONS.

V	BETA	B
4	0.4864	0.5564
5	-0.0539	-0.0691
REG. CONST. =		1.7762

MODEL 4 04 CRITERION = 2

PREDICTORS = 4= 4
P = 4 RSQ = 0.2413

R = 0.4912 RSQ = 0.2413 1 ITERATIONS.

V	BETA	B
4	0.4912	0.5619
REG. CONST. =		1.7178

F-TEST 1 ITR10530
RSQ FULL = 0.3235 MODEL 1
RSQ REDUCED = 0.3118 MODEL 2
DIFFERENCE = 0.0117
DFN = 1. DFD = 309. F-RATIO = 5.346 P = 0.0202

F-TEST 2 ITR10540
RSQ FULL = 0.2442 MODEL 3
RSQ REDUCED = 0.2413 MODEL 4
DIFFERENCE = 0.0029
DFN = 1. DFD = 309. F-RATIO = 1.180 P = 0.2778

Attachment B-7
(continued, page 6 of 12)

*** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - SCE FINAL REPORT ANALYSIS #4 (SCE COUNSELOR, GRADE 4) ITR10460

PARAMETERS
COL 1- 5 = 5
COL 6-10 = 363
COL 11-15 = 4
COL 16-20 = 2
COL 21-25 = 1

DATA FORMAT = (A3,5F1.0) ITR10480

INTERCORRELATION ANALYSIS.

MEANS	1	2	3	4	5
	3.3193	3.7025	2.5752	3.0369	0.7961

SIGMAS	1	2	3	4	5
	0.9180	0.8347	0.6479	0.6090	0.4029

R MATRIX	1	2	3	4	5
1	1.0000	0.6534	0.7124	0.5221	-0.0624
2	0.6534	1.0000	0.5106	0.7110	-0.0313
3	0.7124	0.5106	1.0000	0.5158	-0.0109
4	0.5221	0.7110	0.5158	1.0000	-0.0737
5	-0.0624	-0.0313	-0.0109	-0.0737	1.0000

MODEL 1 01 CRITERION = 1

PREDICTORS = 3- 3 5- 5
P = 3 RSQ = 0.5075
P = 5 RSQ = 0.5104

P = 0.7144 RSQ = 0.5104 2 ITERATIONS.

V	BETA	B
3	0.7110	1.0084
5	-0.0446	-0.1244
REG. CONST. =		0.0215

MODEL 2 07 CRITERION = 1

PREDICTORS = 3- 3
P = 3 RSQ = 0.5075

P = 0.7124 RSQ = 0.5075 1 ITERATIONS.

V	BETA	B
3	0.7124	1.0052

[illegible] CONST. = 0.7209

MODEL 3 03 CRITERION = 2

PREDICTORS = 4= 5
P = 4 RSQ = 0.5055
P = 5 RSQ = 0.5059

R = 0.7113 RSQ = 0.5059 2 ITERATIONS.

V	BETA	B
4	0.7125	0.9769
5	0.0213	0.0441
REG. CONST. =		0.7017

MODEL 4 04 CRITERION = 2

PREDICTORS = 4= 4
P = 4 RSQ = 0.5055

R = 0.7110 RSQ = 0.5055 1 ITERATIONS.

V	BETA	B
4	0.7110	0.9744
REG. CONST. =		0.7033

F-TEST 1 ITR10530
RSQ FULL = 0.5104 MODEL 1
RSQ REDUCED = 0.5075 MODEL 2
DIFFERENCE = 0.0030
DFN = 1. DFD = 360. F-RATIO = 2.192 P = 0.1356

F-TEST 2 ITR10540
RSQ FULL = 0.5059 MODEL 3
RSQ REDUCED = 0.5055 MODEL 4
DIFFERENCE = 0.0005
DFN = 1. DFD = 360. F-RATIO = 0.328 P = 0.5742

Attachment B-7
(continued, page 8 of 12)

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*** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - SCE FINAL REPORT ANALYSIS #5 (SCE COUNSELOR, GRADE 5)          ITR10460

PARAMETERS
COL  1- 5 =     5
COL  6-10 =   329
COL 11-15 =     4
COL 16-20 =     2
COL 21-25 =     1

DATA FORMAT = (A3,5F1.0)                                                ITR10480


INTERCORRELATION ANALYSIS.

MEANS            1        2        3        4        5
                4.1328   4.5848   3.2903   3.7787   0.7994

SIGMAS           1        2        3        4        5
                1.0299   0.8979   0.7290   0.7798   0.4005

R MATRIX         1        2        3        4        5
      1        1.0000   0.6329   0.7584   0.5006  -0.0253
      2        0.6329   1.0000   0.5469   0.7646   0.0101
      3        0.7584   0.5469   1.0000   0.5220   0.0225
      4        0.5006   0.7646   0.5220   1.0000  -0.0098
      5       -0.0253   0.0101   0.0225  -0.0098   1.0000


MODEL  1 01  CRITERION =  1

PREDICTORS =  3- 3  5- 5
P =  3   RSQ = 0.5751
P =  5   RSQ = 0.5769

P = 0.7596      RSQ = 0.5769          2 ITERATIONS.

  V       BETA        B
  3     0.7593     1.0728
  5    -0.0424    -0.1090
REG. CONST. =      0.6902


MODEL  2 02  CRITERION =  1

PREDICTORS =  3- 3
P =  3   RSQ = 0.5751

P = 0.7584      RSQ = 0.5751          1 ITERATIONS.

  V       BETA        B
  3     0.7584     1.0714
```

[illegible] = 2.6076

MODEL 3 03 CRITERION = 2

PREDICTORS = 4= 5
P = 4 RSQ = 0.7847
P = 5 RSQ = 0.5850

R = 0.7648 RSQ = 0.5850 2 ITERATIONS.

V	BETA	B
4	0.7648	0.8807
5	0.0176	0.0395

REG. CONST. = 1.2254

MODEL 4 04 CRITERION = 2

PREDICTORS = 4= 4
P = 4 RSQ = 0.5847

R = 0.7644 RSQ = 0.5847 1 ITERATIONS.

V	BETA	B
4	0.7646	0.8805

REG. CONST. = 1.2577

F-TEST 1 ITR10530
RSQ FULL = 0.5769 MODEL 1
RSQ REDUCED = 0.5751 MODEL 2
DIFFERENCE = 0.0018
DFN = 1. DFD = 326. F-RATIO = 1.382 P = 0.2387

F-TEST 2 ITR10540
RSQ FULL = 0.5850 MODEL 3
RSQ REDUCED = 0.5847 MODEL 4
DIFFERENCE = 0.0003
DFN = 1. DFD = 326. F-RATIO = 0.243 P = 0.6282

*** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - SCE FINAL REPORT ANALYSIS #6 (SCE COUNSELOR, GRADE 6) ITR10460

PARAMETERS
COL 1- 5 = 5
COL 6-10 = 306
COL 11-15 = 4
COL 16-20 = 2
COL 21-25 = 1

DATA FORMAT = (A3,5F1.0) ITR10480

INTERCORRELATION ANALYSIS.

MEANS	1	2	3	4	5
	4.8435	5.3703	4.0039	4.5742	0.8203

SIGMAS	1	2	3	4	5
	1.1308	1.0150	0.8879	0.9045	0.3840

R MATRIX	1	2	3	4	5
1	1.0000	0.6534	0.7611	0.5543	-0.0204
2	0.6534	1.0000	0.5521	0.7785	-0.0791
3	0.7611	0.5521	1.0000	0.5946	-0.1187
4	0.5543	0.7785	0.5946	1.0000	-0.1366
5	-0.0204	-0.0791	-0.1187	-0.1366	1.0000

MODEL 1 OF CRITERION = 1

PREDICTORS = 3- 3 5- 5
P = 3 RSQ = 0.5792
P = 5 RSQ = 0.5842

R = 0.7643 RSQ = 0.5842 2 ITERATIONS.

V	BETA	B
3	0.7495	0.9801
5	0.0710	0.2090
REG. CONST. =		0.7480

MODEL 2 OF CRITERION = 1

PREDICTORS = 3- 3
P = 3 RSQ = 0.5792

R = 0.7611 RSQ = 0.5792 1 ITERATIONS.

V	BETA	B
3	0.7611	0.9693

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(continued, page 11 of 12)

...ons. CONST. = 0.9623

MODEL 3 03 CRITERION = 2

PREDICTORS = 4- 5
P = 4 RSQ = 0.6061
P = 5 RSQ = 0.6068

R = 0.7790 RSQ = 0.6068 2 ITERATIONS.

V	BETA	B
4	0.7823	0.8779
5	0.0278	0.0734

REG. CONST. = 1.2946

MODEL 4 04 CRITERION = 2

PREDICTORS = 4- 4
P = 4 RSQ = 0.6061

R = 0.7785 RSQ = 0.6061 1 ITERATIONS.

V	BETA	B
4	0.7785	0.8736

REG. CONST. = 1.3743

F-TEST 1 ITR|0530
RSQ FULL = 0.5842 MODEL 1
RSQ REDUCED = 0.5792 MODEL 2
DIFFERENCE = 0.0050
DFN = 1. DFD = 303. F-RATIO = 3.617 P = 0.0549

F-TEST 2 ITR|0540
RSQ FULL = 0.6065 MODEL 3
RSQ REDUCED = 0.6061 MODEL 4
DIFFERENCE = 0.0008
DFN = 1. DFD = 303. F-RATIO = 0.583 P = 0.4522

State Compensatory Education

Appendix C

SCE QUESTIONNAIRE

80.72 Instrument Description: SCE Questionnaire

Brief description of the instrument:

The SCE Questionnaire is a one- to two-item opinion survey concerning the services provided by four components of the 1980-81 SCE Program. The questionnaire has four forms, one for each component. Three of the forms contain one question; the fourth has two questions. A five-point, Likert-type scale is used by the respondent in answering the question(s). Space for comments is provided after each question.

To whom was the instrument administered?

A 10% (approximate) random sample of teachers at campuses where services were provided by SCE-funded teachers, counselors, and writing laboratory instructors. Teachers who had been previously interviewed by ORE or had received an ORE questionnaire were excluded before sampling. At Pearce, where SCE funded two Transitional Bilingual Education (TBE) teachers, all teachers (21) who were not excluded were included.

How many times was the instrument administered?

Once to each teacher.

When was the instrument administered?

The questionnaire was initially mailed March 17, 1981. A reminder was sent to nonrespondents on April 23, 1981. The last questionnaire received was returned on May 28, 1981.

Where was the instrument administered?

AISD elementary, junior high, and high schools.

Who administered the instrument?

Most teachers administered the questionnaire to themselves. Some teachers were administered the questionnaire over the phone.

What training did the administrators have?

None.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Some teachers thought that not having students from their own classrooms served by SCE-funded teachers or counselors disqualified them from having an opinion about the services rendered. For this reason, some teachers may not have responded to the questionnaire.

Who developed the instrument?

ORE staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

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SCE QUESTIONNAIRE

Purpose

The SCE Questionnaire provided information pertinent to answering the following decision and evaluation questions:

Decision Question D1: If SCE is refunded for 1981-82, should the Elementary Instructional Component be discontinued, modified, or continued as it is?

Evaluation Question D1-6: Did school personnel feel the SCE elementary program provided services that were otherwise unavailable?

Decision Question D2: If SCE is refunded for 1981-82, should the Secondary Instructional Component be discontinued, modified, or continued as is?

Evaluation Question D2-4: Did school personnel feel the composition labs provided services that were otherwise unavailable?

Decision Question D4: If SCE is refunded for 1981-82, should the Guidance and Counseling Component be discontinued, modified, or continued as it is?

Evaluation Question D4-3: Did school personnel feel SCE counselors provided services that otherwise were unavailable?

Decision Question D5: If SCE is refunded for 1981-82, should the Transitional Bilingual Education (TBE) Component be discontinued, modified, or continued as is?

Evaluation Question D5-3: Did school personnel feel the TBE program provided services that were otherwise unavailable?

Procedure

Data Collection

During the spring of 1981, an SCE Questionnaire (Attachments C-1-C-4) was developed by evaluation staff to survey the opinions of school personnel about the services provided by four SCE components:

1) SCE teachers
2) SCE counselors
3) Writing Composition Laboratory instructors
4) Transitional Bilingual Education (TBE) teachers

Attachment C-5 shows the schools served by each of these components.

A 20% sample of teachers at the schools where these components were funded was selected to receive the questionnaire. Sample selection procedures are enumerated below.

1) Some school personnel were excluded before the sample was drawn.

   . To avoid the possibility of asking the same teachers to participate in more than one data collection effort and thereby detracting unduly from their time, all teachers who had previously received a questionnaire or who had been interviewed by ORE during the 1980-81 school year were excluded from the population to be sampled.

   . Also excluded were specially funded teachers--Title I, Title I Migrant, ESOL, Bilingual Resource, and Gifted and Talented--and teachers of subjects other than basic academic areas (art, band, choir, etc.). These teachers were excluded because, it was felt, they would have minimal interaction with the program components, and therefore possibly less of an informed opinion about the services provided.

   . Finally, although the evaluation questions addressed by this data collection used the term "school personnel," it was decided to question teachers as those personnel who would be most knowledgeable about the SCE services provided in their schools.

2) Of the remaining teachers at the schools where the components were funded, 20% were selected at random by means of a random number table. Teacher names were drawn from the AISD directory.

3) An exception was made in the case of Pearce, the one campus at which there were TBE teachers. After all the exclusions had been made, 20% of the teachers who were eligible respondents was too small a number to be representative of teacher opinion about the TBE component. Therefore, all Pearce teachers who were eligible respondents (23) were surveyed.

4) Altogether, 217 teachers from 48 schools were selected to receive the SCE Questionnaire. Attachment C-6 shows how many teachers at each school were selected.

After the sample was drawn, the following data collection activities took place:

1) On March 20, 1981, a memo (Attachment C-7) was mailed to principals whose teachers were to be involved in the survey. It briefly stated ORE's intentions concerning the SCE Questionnaire.

2) One week later, March 27, 1981, the questionnaire was mailed. Teachers were sent only the question(s) pertaining to the SCE services provided in their own schools. At the two schools where SCE teacher and counselor services overlapped (Barrington and Brooke), two different groups of teachers were surveyed with different questions.

3) After a low initial overall response rate of 48%, ranging from 31%-56% for the various program components, it was necessary to follow up on nonrespondents. A reminder letter (Attachment C-8) was constructed and mailed on April 23, 1981.

4) Although the number of responses increased slightly as a result of this letter, further action was required. Nonrespondents were contacted by phone and, if they were willing, administered the questionnaire over the phone. Approximately 10% of the questionnaires completed were obtained in this way.

5) Overall, of the 117 teachers polled, 150 teachers (69%) responded. The response rates for the individual components are shown in Figure C-1 below.

COMPONENT	RESPONSE RATE
SCE teachers	67%
SCE counselors	67%
Composition Lab instructors	79%
TBE teachers	70%

Figure C-1. RESPONSE RATE TO THE SCE QUESTIONNAIRE BY COMPONENT.

Analyses

For each component and overall, teachers' responses to the questionnaire items were tallied and percentages of teachers choosing each of the response options calculated. Teacher comments were collected and their content briefly summarized.

Results

Scale-Based Responses

Teachers' responses to the questionnaire items are shown by component in Figure C-2.

Comments

Teachers' comments are summarized by component in Figures C-3, C-4, C-5, and C-6.

Figure C-2. NUMBER AND PERCENT OF RESPONSES BY TEACHER ABOUT SERVICES PROVIDED BY SCE COMPONENTS IN 1980-81.

COMPONENT	ITEM	SCALE RESPONSES									
		Completely True		Mostly True		Partly True, Partly False		Mostly False		Completely False	
		#	%	#	%	#	%	#	%	#	%
Elementary Instruction	The SCE teacher(s) provided students in this school with instructional services that were otherwise unavailable.	18	41	15	34	7	16	2	5	2	5
Elementary Guidance and Counseling	The SCE Counselor provided students in this school with counseling and guidance services that were otherwise unavailable.	28	53	17	32	4	8	1	2	2	6
Secondary Composition Laboratories	1. The composition lab instructor provided students in this school with instructional services that were otherwise unavailable.	6	23	14	54	6	23	0	0	0	0
	2. The composition lab instructor consulted with classroom teachers in this school to coordinate lab and classroom instruction.	11	41	8	30	4	15	2	7	2	7
Transitional Bilingual Education (TBE) Classes	The Transitional Bilingual Education (TBE) teachers provided students in this school with instructional services that were otherwise unavailable.	4	36	6	55	1	9	0	0	0	0

Positive Comments	Frequency
. Students benefited from program.	3
. Almost individualized instruction.	3
. Have noticed teacher render instructional services.	2
. Doing a great job.	1
. Helped cut down classload.	1
. Grouped children to meet their needs.	1
. SCE teacher is an asset, dependable, and very competent.	1
. Need to send more children, need 2 SCE teachers.	1
. SCE teacher has given feedback on students.	1
. Great program.	1
. Happy with students' progress in the SCE program.	1
. Intricate part of Wooten.	1
	17

Negative Comments	
. In my room one student was helped 5 times, another was taught 30 minutes each day for 3 days for 12 weeks.	1
. Could have benefited more in regular classroom.	1
	2

Other Comments	
. I am not at all informed as to the quality of services.	1
. Does not apply to me, I teach first grade.	1
	2

Figure C-3. COMMENTS BY TEACHERS ABOUT SERVICES PROVIDED BY THE SCE ELEMENTARY INSTRUCTIONAL COMPONENT IN 1980-81.

Positive Comments	Frequency
Great importance and necessary.	3
Impossible to function without it.	3
Does a great job.	4
Valuable, competent, supportive, enthusiastic.	3
Good counseling.	4
Individualized help.	1
	18

Negative Comments	
I have yet to work with a counselor that assists the children in needed areas.	1
	1

Other Comments	
None in this school.	2
Have no idea what SCE counselor is.	2
We just found out we receive SCE funds.	1
Threw it away, I am not involved.	1
	6

Figure C-4. COMMENTS BY TEACHERS ABOUT SERVICES PROVIDED BY THE SCE ELEMENTARY GUIDANCE AND COUNSELING COMPONENT IN 1980-81.

QUESTION 1	Positive Comments	Frequency
	Technically someone else could have done it.	1
	Services provided were beneficial.	1
	Lab instruction gave individual help.	1
	Just went up there once, they had a lot of stuff.	1
		4
	Other Comments	
	No knowledge of program.	5
	I have never used it.	1
	No one in my department has used it.	1
		7
QUESTION 2	Positive Comments	
	He did an outstanding job, invaluable service.	2
	Excellent program.	1
		3
	Negative Comments	
	He was contacted by me, but didn't volunteer.	1
	Didn't show much initiative.	1
		2

Figure C-5. COMMENTS BY TEACHERS ABOUT SERVICES PROVIDED BY THE SCE SECONDARY COMPOSITION LABS IN 1980-81.

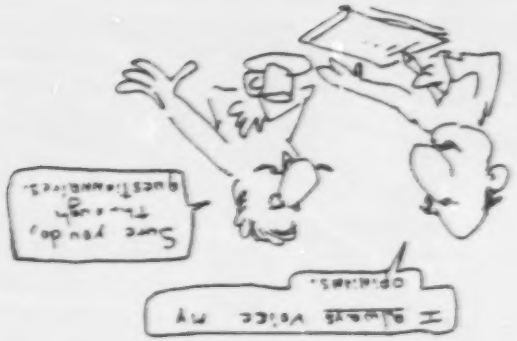
Positive Comments	Frequency
TBE has helped this school tremendously.	1
Has been very valuable to me.	1
	2

Negative Comments	
If the purpose is to introduce the children to English and skills in the English language as well as other subjects - then the purpose has flatly been defeated at this school in this program.	1
	1

Other Comments

Uninformed about program.

Figure C-6. COMMENTS BY TEACHERS ABOUT SERVICES PROVIDED BY THE SCE TRANSITIONAL BILINGUAL EDUCATION (TBE) COMPONENT IN 1980-81.



SEND TO:

C-12

JOSÉ GARZA
OFFICE OF RESEARCH AND EVALUATION
BOX 79
ADMINISTRATION BUILDING

SCHOOL MAIL

70

80.72

SCE QUESTIONNAIRE

As part of the SCE evaluation this year, we are surveying teachers for their opinions about the SCE program in their school.

You were randomly selected to receive this questionnaire. Please complete it by answering the following question and returning it through the school mail as soon as possible. All individual responses will be kept confidential.

The number in the upper right hand corner of this form will be used only to keep track of which surveys were returned.

Thank you for your help.

- - - - - - - - - - - - - - - - FOLD ALONG DOTTED LINE - - - - - - - - - - - - - - - -

The SCE teacher(s) provided students in this school with instructional services that were otherwise unavailable through the regular instructional program. (Circle one.)

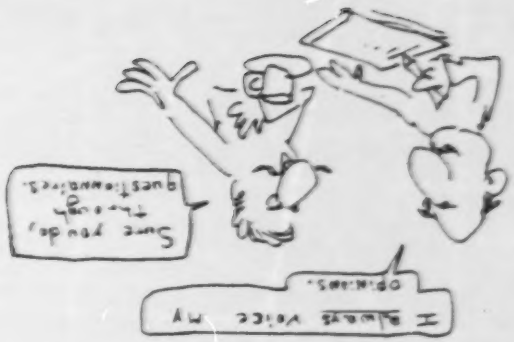
5	4	3	2	1
Completely True	Mostly True	Partly True, Partly False	Mostly False	Completely False

Comments:

- - - - - - - - - - - - - - - - FOLD ALONG DOTTED LINE - - - - - - - - - - - - - - - -

71

Attachment C-1



SEND TO:

JOSÉ GARZA
OFFICE OF RESEARCH AND EVALUATION
BOX 79
ADMINISTRATION BUILDING

SCHOOL MAIL

C-13

72

80.72

SCE QUESTIONNAIRE

As part of the SCE evaluation this year, we are surveying teachers for their opinions about the SCE program in their school.

You were randomly selected to receive this questionnaire. Please complete it by answering the following question and returning it through the school mail as soon as possible. All individual responses will be kept confidential.

The number in the upper right hand corner of this form will be used only to keep track of which surveys were returned.

Thank you for your help.

- - - - - - - - - - - - - - - FOLD ALONG DOTTED LINE - - - - - - - - - - - -

The SCE counselor provided students in this school with counseling and guidance services that were otherwise unavailable. (Circle one.)

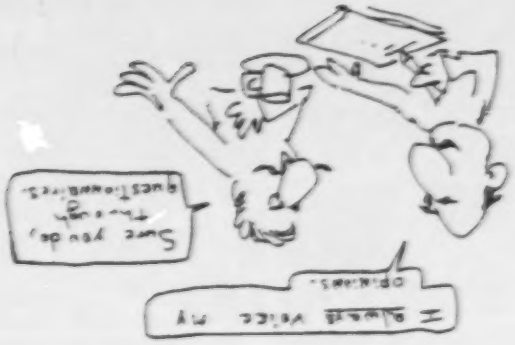
5	4	3	2	1
Completely True	Mostly True	Partly True, Partly False	Mostly False	Completely False

Comments:

- - - - - - - - - - - - - - - FOLD ALONG DOTTED LINE - - - - - - - - - - - -

Attachment C-2

73



C-14

SEND TO:

JOSÉ GARZA
OFFICE OF RESEARCH AND EVALUATION
BOX 79
ADMINISTRATION BUILDING

SCHOOL MAIL

7½

80.72

SCE QUESTIONNAIRE

As part of the SCE evaluation this year, we are surveying teachers for their opinions about the SCE program in their school.

You were randomly selected to receive this questionnaire. Please complete it by answering the following questions and returning it through the school mail as soon as possible. All individual responses will be kept confidential.

The number in the upper right hand corner of this form will be used only to keep track of which surveys were returned.

Thank you for your help.

- - - - - - - - - - - - - - - - FOLD ALONG DOTTED LINE - - - - - - - - - - - - - - - -

1. The composition lab instructor provided students in this school with instructional services that were otherwise unavailable. (Circle one.)

5	4	3	2	1
Completely True	Mostly True	Partly True, Partly False	Mostly False	Completely False

Comments:

- - - - - - - - - - - - - - - - FOLD ALONG DOTTED LINE - - - - - - - - - - - - - - - -

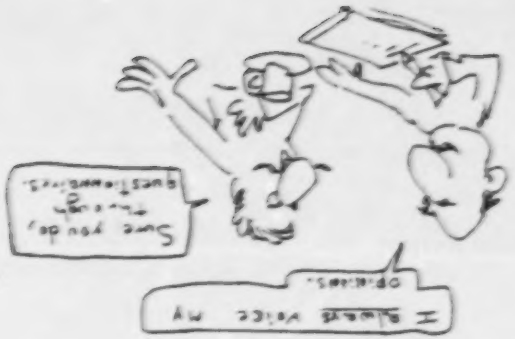
2. The composition lab instructor consulted with classroom teachers in this school to coordinate lab and classroom instruction. (Circle one.)

5	4	3	2	1
Completely True	Mostly True	Partly True, Partly False	Mostly False	Completely False

Comments:

Attachment C-3

75



SEND TO:

C-15

JOSÉ GARZA
OFFICE OF RESEARCH AND EVALUATION
BOX 79
ADMINISTRATION BUILDING

SCHOOL MAIL

76

80.72

SCE QUESTIONNAIRE

As part of the SCE evaluation this year, we are surveying teachers for their opinions about the SCE program in their school.

You were randomly selected to receive this questionnaire. Please complete it by answering the following question and returning it through the school mail as soon as possible. All individual responses will be kept confidential.

The number in the upper right hand corner of this form will be used only to keep track of which surveys were returned.

Thank you for your help.

- - - - - - - - - - - - - - - FOLD ALONG DOTTED LINE - - - - - - - - - - - -

The Transitional Bilingual Education (TBE) teachers provided students in this school with instructional services that were otherwise unavailable. (Circle one.)

5	4	3	2	1
Completely True	Mostly True	Partly True, Partly False	Mostly False	Completely False

Comments:

- - - - - - - - - - - - - - - FOLD ALONG DOTTED LINE - - - - - - - - - - - -

Attachment C-4

77

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

1980-81 SCE SCHOOLS

Elementary Component

	School	Grade Span	SCE Teacher	SCE Counselor
1.	Allan	1-3	X	
2.	Allison	K-3		X
3.	Andrews	K-6		X
4.	Barrington*	K, 4-6	X	X
5.	Barton Hills	K-3	X	
6.	Becker	K-6		X
7.	Blackshear	K, 4-6		X
8.	Blanton	K, 4-6	X	
9.	Brooke*	K, 4-6	X	X
10.	Brown	K-6		X
11.	Campbell	K, 4-6		X
12.	Casis	K-3		X
13.	Cook	K, 4-6	X	
14.	Cunningham	K, 4-6	X	
15.	Dawson	K-6		X
16.	Graham	K, 4-6	X	
17.	Gullett	K, 4-6	X	
18.	Harris	1-6		X
19.	Highland Park	K-3	X	
20.	Joslin	K-6	X	
21.	Langford	K-6	X	
22.	Maplewood	K-6		X
23.	Metz	K-3		X
24.	Norman	K-3		X
25.	Oak Springs	K-3		X
26.	Ortega	K, 4-6		X
27.	Pecan Springs	K-3	X	
28	Pleasant Hill	K-6		X
29.	Read	5-6	X	
30.	Ridgetop	K-6		X
31.	Rosewood	1-3		X
32.	St. Elmo	K-6		X
33.	Sanchez	K-3		X
34.	Sims	K-3		X
35.	Sunset Valley	K-3	X	
36.	Travis Heights	K-6	X	
37.	Vena	4-6	X	
38.	Wooldridge	K, 4-6	X	
39.	Wooten	K-3	X	
40.	Williams	K-6		X
41.	Zavala	K, 4-6		X
42.	Zilker	K-6		X
			19	23

* Has SCE Teacher and SCE Counselor.

Secondary Component

	School	Grade Span	Comp. Lab. Instructor	TAS Teacher
1.	Bedichek	7-8	X	
2.	Dobie	7-8	X	
3.	Pearce	7-8		X
1.	Anderson	9-12	X	
2.	LBJ	9-12	X	
3.	Travis	9-12	X	
			3	1

NUMBER OF TEACHERS RECEIVING ACE QUESTIONNAIRE

ACE Components

Schools	ACE Teachers	ACE Counselors	Composition Lab Instructors	TBE Teachers
High Schools				
Anderson			11	
LBJ			8	
Travis			11	
Junior High Schools				
Bedichek			8	
Dobie			4	
Pearce				23
Elementary Schools				
Allan	5			
Allison		4		
Andrews		4		
Barrington	3	2		
Barton Hills	2			
Becker		7		
Blackshear		2		
Blanton	1			
Brooke	3	2		
Brown		1		
Campbell		1		
Casis		1		
Cook	4			
Cunningham	4			
Dawson		4		
Graham	2			
Gullett	1			
Harris		4		
Highland Park	1			
Joslin	1			
Langford	2			
Maplewood		1		
Metz		2		
Norman		2		
Oak Springs		4		
Ortega		2		
Pecan Springs	1			
Pleasant Hill		4		
Read	1			
Ridgetop		2		
Rosewood		1		
St. Elmo		2		
Sanchez		2		
Sims		2		
Sunset Valley	4			
Travis Heights	4			
Webb	4			
Williams		4		
Wooldridge	1			
Wooten	1			
Zavala		1		
Zilker		4		
TOTAL	47	85	42	23

80.72

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 20, 1981

TO: Principals Addressed

FROM: David Wilkinson, SCE Evaluator

SUBJECT: Teacher Survey

Around April 1, some members of your teaching staff will be receiving a very brief--one or two items-- questionnaire from this office. This questionnaire is being sent to teachers to collect opinion data to be used in this year's SCE evaluation. The questions are attached for your information.

The percentage of your teachers who will be sent a questionnaire is about 10%. Teachers receiving a questionnaire will be randomly selected, but teachers who have already received a questionnaire or who have been interviewed by our office this year will be excluded from this data collection. All responses will be kept confidential.

If you have any questions or concerns about this questionnaire, please call me at 458-1227. Thank you for your and your staff's help.

DW:bw
Attachment

APPROVED: Freda Hollis
Director, Office of Research and Evaluation

APPROVED: Roberta Hastings
Director, Elementary Education

APPROVED: Lawrence Linford
Director, Secondary Education

cc: Joan Burnham
Lee Laws
Gloria Richards
Bobbie Sanders
Julia Mellenbruch

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March, 1981

Question to be asked of school personnel at schools with an SCE teacher

The SCE teacher(s) provided students in this school with instructional services that were otherwise unavailable through the regular instructional program.

Question to be asked of school personnel at schools with an SCE counselor

The SCE counselor provided students in this school with counseling and guidance services that were otherwise unavailable.

Questions to be asked of school personnel at Dobie, Bedicheck, Anderson, LBJ, and Travis

1. The composition lab instructor provided students in this school with instructional services that were otherwise unavailable.

1. The composition lab instructor consulted with classroom teachers in this school to coordinate lab and classroom instruction.

Question to be asked of school personnel at Pearce

The Transitional Bilingual Education (TBE) teachers provided students in this school with instructional services that were otherwise unavailable.

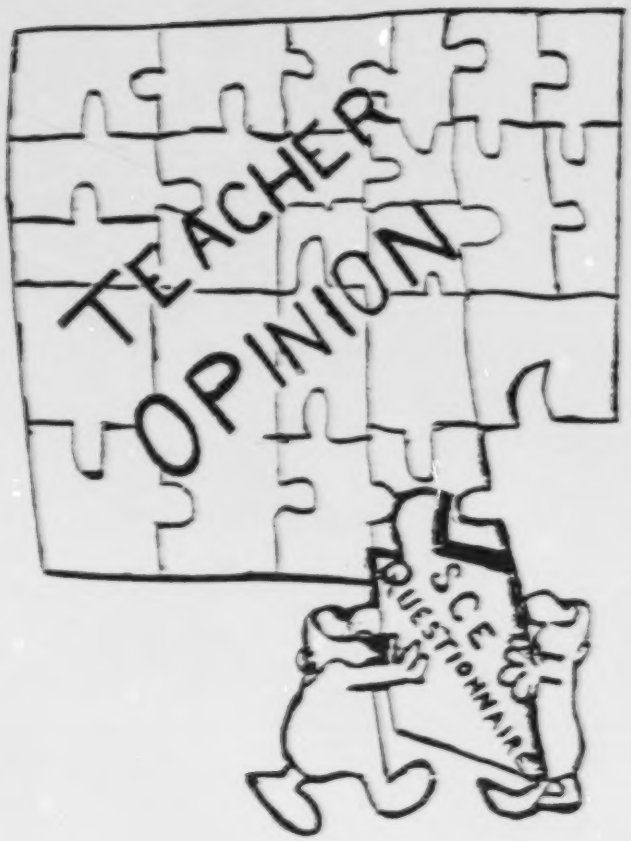
All questions are to utilize a 5-point scale like that shown below.

5	4	3	2	1
Completely True	Mostly True	Partly True, Partly False	Mostly False	Completely False

80.72

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April, 1981



WE STILL NEED YOUR HELP!

If you have not yet completed the SCE Questionnaire sent to you, please complete it and return it as soon as possible.

If you did not receive the questionnaire, or you would like an additional copy, please call José Garza at ORE (458-1227).

If you have any questions, please call 458-1227. Thank you.

APPROVED: Zada Hollis
Director, Office of Research and Evaluation

APPROVED: Roberta Hortuna
Director, Elementary Education

APPROVED: Lawrence Buford
Director, Secondary Education

State Compensatory Education

Appendix D

WRITING COMPOSITION LABORATORY RECORDS

80.72

Instrument Description: Writing Composition Laboratory Records

Brief description of the instrument:
The Project Specialist was asked to supply names and other identifying information for students served by the Writing Composition Laboratories during 1980-81. Any student who visited one or more times was included. The instructors at each school kept service information throughout the year, and forwarded it to the Project Specialist in May.

To whom was the instrument administered?

Written Composition Laboratory instructors.

How many times was the instrument administered?

Once.

When was the instrument administered?

Continuously throughout 1980-81. Information was summarized during June, 1981.

Where was the instrument administered?

Sedtchek and Dobie Junior High Schools, and Anderson, LBJ, and Travis High Schools.

Who administered the instrument?

Self-administered.

What training did the administrators have?

None required for this task.

Was the instrument administered under standardized conditions?

The same instructions were given to instructors at all schools.

Were there problems with the instrument or the administration that might affect the validity of the test?

None known.

Who developed the instrument?

Project Specialist.

What reliability and validity data are available on the instrument?

School records could be checked for students served.

Are there norm data available for interpreting the results?

No.

80.72

WRITING COMPOSITION LABORATORY RECORDS

Purpose

Writing Composition Laboratory Records provided information relating to the following decision and evaluation questions:

> Decision Question D2: If SCE is refunded for 1981-82, should the Secondary Instructional Component be discontinued, modified, or continued as is?
>
> > Evaluation Question D2-1: What percentage of eligible students were actually served by the SCE secondary program?
> >
> > Evaluation Question D2-2: Were the composition labs utilized by both SCE and non-SCE students? In what proportion?
> >
> > Evaluation Question D2-3: Did students served by the SCE composition labs realize achievement gains? Were these gains associated with frequency or duration of time spent in the writing lab?

Procedure

Five writing composition laboratories in two junior highs and three high schools were maintained or established with SCE funds in 1980-81. The Project Specialist who was associated with the composition labs in 1979-80 served in the same capacity in 1980-81. At a meeting with the Project Specialist in the fall of 1980, it was learned that the composition laboratory instructors were keeping track of the students they served by means of entrance slips the classroom teacher would fill out when sending students to visit the writing lab. The slips contained students' names, identification numbers, and the purpose of their visits to the lab, among other information. Slips were retained by the lab instructors for record-keeping purposes. The Project Specialist was asked to provide these slips to the SCE Evaluator in the spring.

In May, 1981 the slips were transmitted from the schools to the Project Specialist, who forwarded them to ORE after filling in missing information. Upon receipt in ORE, the slips and other, handwritten records indicating service were again examined for completeness. They were then taken to Southwest Educational Development Laboratory (SEDL) to be keypunched. Due to the anticipated cost of keypunching the large number of slips, only student numbers were punched, 11 to a card. A student's number was punched as many times as the student was served. The cards

were then matched with the Student Master File to obtain for each student, student name, grade, and other information. The resulting file, the 1980-81 Writing Composition Laboratory File, was set up to contain one record for each student with a field for number of times served. Reading Total and Language Total grade equivalent scores from the ITBS and Reading and English Expression converted scores from the STEP were then added to this file.

The anlayses using this file will be described below under the pertinent evaluation questions.

Results

Evaluation Question D2-1: What percentage of eligible students were actually served by the SCE secondary program?

This question is not applicable to the 1980-81 SCE program. While eligibility for SCE services was clearly defined for the Elementary Instructional component, in terms of level of achievement, it was only generally outlined for the Secondary Instructional component. The intent of the program planners was to avoid specifying eligibility criteria too closely, thereby avoiding, in their view, a too restrictive definition of the students to whom services could be provided. Consequently, students were served by the composition labs irrespective of their achievement level.

Evaluation Question D2-2: Were the composition labs utilized by both SCE and non-SCE students? In what proportion?

As stated above, no distinction was made by the composition Labs between SCE and non-SCE students. However, to provide an indication of the utilization of the composition labs, the SCE programmer printed a listing of the number of students served at each grade, 7-12, and the number of times the students were served. These results are tabled in Figure D-1 on the following page.

To determine whether the composition labs were utilized by low-achieving students, frequency distributions of the students' ITBS grade equivalent scores in reading and language were created for grades 7 and 8. Similar distributions of STEP Reading and English Expression converted scores were created for grades 9-12. Distributions were generated for each test and grade for spring, 1980 (pretest) and spring, 1981 (posttest) scores. Mean scores were calculated for each distribution. A comparison of these pre- and posttest mean scores against the scores of AISD students districtwide who took the same tests both years revealed that the students who were served by the composition labs were generally average, not low, achievers. This finding is shown for the areas of reading and language in Figures D-2 and D-3.

	GRADE							
	7	8	9	10	11	12	Unknown	Total
Total Number of Times Students were Served	4761	3618	2066	2051	5196	1581	2160	21433
Number of Different Students Served	724	705	473	469	530	356	340	3597
Average Number of Times Each Student Was Served	6.6	5.1	4.4	4.4	9.8	4.4	6.4	6.0
Largest Number of Times Any One Student Was Served	32	35	62	30	107	63	118	--

Figure D-1. SERVICE PROVIDED BY THE SCE WRITING COMPOSITION LABORATORIES IN 1980-81.

READING	1980 Lab Users' Average Percentile	1980 AISD Average Percentile	Lab Users' Change	AISD Average Change
Grade in 1980-81				
7	52	52	0	+2
8	45	50	+4	+2
9	(Different test each year; no comparisons made)			
10	43	41	-6	-1
11	39	45	-4	-4
12	54	49	-6	-4

Figure D-2. COMPARISON OF READING SCORES FOR COMPOSITION LAB USERS AND ALL AISD STUDENTS. ITBS Reading Total, grades 7 and 8; STEP Reading, grades 10, 11, 12. AISD average percentiles and average changes are for all students tested in both 1980 and 1981.

LANGUAGE		1980		
Grade in 1980-81	Lab Users' Average Percentile	AISD Average Percentile	Lab Users' Change	AISD Average Change
7	52	52	+2	+7
8	48	53	+6	+7
9	(Different test each year; no comparisons made)			
10	34	34	0	+5
11	34	38	-2	-2
12	50	44	-6	-2

Figure D-3. COMPARISON OF LANGUAGE SCORES FOR COMPOSITION LAB USERS AND ALL AISD STUDENTS. ITBS Language Total, grades 7 and 8; STEP English Expression, grades 10, 11, 12. AISD average percentiles and average changes are for all students tested in both 1980 and 1981.

Evaluation Question D2-3: Did students served by the SCE composition labs realize achievement gains? Were these gains associated with frequency or duration of time spent in the writing lab?

Program REGRAN from the EDSTAT-V statistical package was used to test the hypothesis that number of times served by a composition lab instructor contributes positively to achievement in reading and language. Attachment D-1 is the output from these regression analyses. Only grades with both pre- and posttest scores on the same test were included.

At no grade was there a significant achievement gain in reading. There was also no significant gain in language at all grades, except grade 11. These analyses support the general conclusion that the number of times a student was served did not contribute significantly to achievement in reading and Language. Figure D-3 summarizes these results.

Grade	Reading p	Language p
7	.5053	.7536
8	.2340	.8288
9	.3290	.7477
10	.7454	.4652
11	.4808	.0383*
12	.5481	.4999

Figure D-3. RESULTS OF REGRESSION ANALYSES TESTING FOR SIGNIFICANCE OF ACHIEVEMENT GAINS ASSOCIATED WITH SERVICE BY SCE WRITING COMPOSITION LABS IN 1980-81. Test scores used in the analyses at grades 7 and 8 were ITBS Reading Total and Language Total. At grades 9-12, STEP Reading and English Expression scores were used.

80.72

ATTACHMENT D-1

Regression Analyses

Students Included: Any student who was served by an SCE Writing Composition Lab instructor.

Grades: 1980-81, 7-12

Variables:

1. ITBS Reading Total, grade equivalent, 1981, if grades 7-8; STEP Reading, converted score, 1981, if grades 9-12.

2. ITBS Language Total, grade equivalent, 1981, if grades 7-8; STEP English Expression, converted score, 1981, if grades 9-12.

3. ITBS Reading Total, grade equivalent, 1980, if grades 7-8; STEP Reading, converted score, 1980, if grades 9-12.

4. ITBS Language Total, grade equivalent, 1980, if grades 7-8; STEP English Expression, converted score, 1980, if grades 9-12.

5. Number of times served by a composition lab instructor.

*** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - SEE FINAL REPORT: EFFECT OF NUMBER OF TIMES SERVED (GRADE 7) [TR10420

PARAMETERS
COL 5-9 = 5
COL 6-10 = 646
COL 11-15 = 4
COL 16-20 = 2
COL 21-25 = 3

DATA FORMAT = (A1,5F1.0) [TR10440

INTERCORRELATION ANALYSES.

MEANS	1	2	3	4	5
	7.8191	7.9631	6.7909	6.9300	6.7297

SIGMAS	1	2	3	4	5
	1.9645	1.9281	1.8724	1.9539	5.4595

R MATRIX

	1	2	3	4	5
1	1.0000	0.8287	0.9219	0.8171	-0.0758
2	0.8287	1.0000	0.8254	0.9195	-0.0684
3	0.9214	0.8254	1.0000	0.8562	-0.0936
4	0.8171	0.9195	0.8562	1.0000	-0.0797
5	-0.0758	-0.0684	-0.0936	-0.0797	1.0000

MODEL 1 01 CRITERION = 1

PREDICTORS = 3= 3 5= 5
P = 3 RSQ = 0.8489
P = 5 RSQ = 0.8490

R = 0.9214 RSQ = 0.8490 2 ITERATIONS.

V	BETA	B
3	0.9224	0.9189
5	0.0105	0.0016
REG. CONST. =		1.5578

MODEL 2 02 CRITERION = 1

PREDICTORS = 3= 3
P = 3 RSQ = 0.8489

R = 0.9214 RSQ = 0.8489 1 ITERATIONS.

V BETA B

```
  3     0.8214    0.9175
AVG. CONST. =     1.5805


MODEL   3 BY  CRITERION =  2

PREDICTORS =  <= 5
P =  4   RSQ = 0.8455
P =  5   RSQ = 0.8455

R = 0.9199      RSQ = 0.8455          2 ITERATIONS.

   #       BETA        B
   4     0.9199     0.9879
   5     0.0049     0.0817
AVG. CONST. =     1.6322


MODEL   4 BY  CRITERION =  2

PREDICTORS =  <= 4
P =  4   RSQ = 0.8455

R = 0.9195      RSQ = 0.8455          1 ITERATIONS.

   #       BETA        B
   4     0.9195     0.9876
AVG. CONST. =     1.6465


F-TEST  1                                                    [Ta]0498
RSQ FULL =     0.8498      MODEL  1
RSQ REDUCED =  0.8489      MODEL  2
DIFFERENCE =   0.0001
DFN =  1.     DFD =  637.     F-RATIO =   0.460   P = 0.5053


F-TEST  2                                                    [a]0500
RSQ FULL =     0.8455      MODEL  3
RSQ REDUCED =  0.8455      MODEL  4
DIFFERENCE =   0.0000
DFN =  1.     DFD =  637.     F-RATIO =   0.097   P = 0.7536
```

*** MIDPOINT LOCAL PROGRAM REGRAN ***

REGRAN - SCE FINAL REPORT: EFFECT OF NUMBER OF TIMES SERVED (GRADE 4) IIA(0+2)

PARAMETERS
COL 1-> 5 = 5
COL 6-10 = 495
COL 11-15 = 4
COL 16-20 = 2
COL 21-25 = 1

DATA FORMAT = (A5,5F1.0) IIB(0+4)

INTERCORRELATION ANALYSIS.

MEANS	1	2	3	4	5
	8.6178	8.8974	7.4406	7.5313	5.0293

SIGMAS	1	2	3	4	5
	2.1164	2.2429	1.9813	2.0432	1.9424

R MATRIX

	1	2	3	4	5
1	1.0000	0.8509	0.9095	0.8217	-0.0724
2	0.8509	1.0000	0.8116	0.9237	-0.0603
3	0.9095	0.8116	1.0000	0.8333	-0.1040
4	0.8217	0.9237	0.8333	1.0000	-0.0692
5	-0.0724	-0.0603	-0.1040	-0.0692	1.0000

MODEL 1 01 CRITERION = 1

PREDICTORS = 1= 3 5= 5
P = 3 RSQ = 0.8260
P = 5 RSQ = 0.8273

R = 0.9096 RSQ = 0.8273 2 ITERATIONS.

P	BETA	B
3	0.9116	0.9738
5	0.0224	0.0096
REG. CONST. =		1.3441

MODEL 2 02 CRITERION = 1

PREDICTORS = 1= 1
P = 3 RSQ = 0.8260

R = 0.9095 RSQ = 0.8268 1 ITERATIONS.

P	BETA	B

```
  3    0.9892    0.9733
REG. CONST. =    1.4107


MODEL  3 B3  CRITERION = Z

PREDICTORS =  4- 5
P =  4   RSQ = 0.0533
P =  5   RSQ = 0.0533

R = 0.9237     RSQ = 0.0533          2 ITERATIONS.

  V       BETA         B
  4     0.9260     1.0143
  5     0.0036     0.0036
REG. CONST. =     1.2101


MODEL  4 B4  CRITERION = Z

PREDICTORS =  4- 4
P =  4   RSQ = 0.0533

R = 0.9237     RSQ = 0.0533          0 ITERATIONS.

  V       BETA         B
  4     0.9237     1.0140
REG. CONST. =     1.2209


F-TEST  1                                                          IDF1=490
RSQ FULL =     0.0273      MODEL  1
RSQ REDUCED =  0.0268      MODEL  2
DIFFERENCE =   0.0005
DFN =  1.      DFD =  492.      F-RATIO =    1.400    P = 0.2369


F-TEST  2                                                          IDF1=500
RSQ FULL =     0.0533      MODEL  3
RSQ REDUCED =  0.0533      MODEL  4
DIFFERENCE =   0.0000
DFN =  1.      DFD =  492.      F-RATIO =    0.046    P = 0.8288
```

```
      *** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - SEE FINAL REPORT: EFFECT OF NUMBER OF BINS SERVED (GRAIN 93   BIN1B420

PARAMETERS
COR  1- 5 =    5
COR  6-10 =  356
COR 11-15 =    4
COR 16-20 =    2
COR 21-25 =    1

DATA FORMAT = (A2,5F3.2)

                                                                  TRIS0446

INTERCORRELATION ANALYSIS.

MEANS
                1          2          3          4          5
            44-.9505   455.7172     8.2821     8.4869     6.5001

SIGMAS
                1          2          3          4          5
           16.9921    16.4092     2.1996     2.3075     6.2179

R MATRIX        1          2          3          4          5
      1      1.0000     0.9826     0.9908     0.9878    -0.7319
      2      0.9826     1.0000     0.8254     0.8145    -0.2142
      3      0.9908     0.8254     1.0000     0.9476    -0.7343
      4      0.9878     0.8145     0.9476     1.0000    -0.2518
      5     -0.7319    -0.2142    -0.2343    -0.2518     1.0000

MODEL  1 OF  CRITERION =  1

PREDICTORS =  1- 3  5- 5
P =  3   RSQ = 0.8115
P =  5   RSQ = 0.8120

R = 0.90     RSQ = 0.8120          2 ITERATIONS.

  V          .ESTS          B
  3        0.8957       6.8376
  5       -0.0220      -0.0077
REG. CONST. =  343.3169


MODEL  2 OF  CRITERION =  1

PREDICTORS =  1- 1
P =  1   RSQ = 0.-.119

R = 0.9088     RSQ = 0.8119          1 ITERATIONS.

  V          .ESTS          B
```

```
  2     0.5000     0.6776
REG. CONST. =   252.5946


MODEL   3 01  CRITERION =   2

PREDICTORS =   4+ 5
P =  4   RSQ = 0.6635
P =  5   RSQ = 0.6636

R = 0.8146      RSQ = 0.6636          2 ITERATIONS.

  V       BETA        B
  4     0.8121     5.7762
  5    -0.0797    -0.0377
REG. CONST. =   386.8651


MODEL   4 04  CRITERION =   2

PREDICTORS =   4+ 4
P =  4   RSQ = 0.6635

R = 0.8145      RSQ = 0.6635          1 ITERATIONS.

  V       BETA        B
  4     0.8149     5.7936
REG. CONST. =   386.5479


F-TEST  1
RSQ FULL =     0.8120      MODEL  1                                    [10]0490
RSQ REDUCED =  0.8115      MODEL  2
DIFFERENCE =   0.0005
DFN =   1.     DFD =   393.     F-RATIO =    0.960    P = 0.3290


F-TEST  2
RSQ FULL =     0.6636      MODEL  3                                    [10]0500
RSQ REDUCED =  0.6635      MODEL  4
DIFFERENCE =   0.0001
DFN =   1.     DFD =   393.     F-RATIO =    0.103    P = 0.7477
```

*** OUTPUT FROM PROGRAM PEGRAM ***

PEGRAM - SCE FINAL REPORT: EFFECT OF NUMBER OF TIMES SERVED (GRADE 10) 11010470

PARAMETERS
COL 1= 1 = 1
COL 6=10 = 448
COL 11=15 = 4
COL 16=20 = 2
COL 21=25 = 1

DATA FORMAT = (A3,5F1.0)

11010440

INTERCORRELATION ANALYSIS.

MEANS	1	2	3	4	5
	455.0341	442.2727	452.6659	437.0923	4.2682

SIGMAS	1	2	3	4	5
	17.4859	18.3482	17.1931	17.5408	4.0939

R MATRIX

	1	2	3	4	5
1	1.0000	0.8602	0.8660	0.8169	-0.0232
2	0.8602	1.0000	0.8451	0.8560	-0.0529
3	0.8660	0.8451	1.0000	0.8306	-0.0357
4	0.8169	0.8560	0.8306	1.0000	-0.0404
5	-0.0232	-0.0529	-0.0357	-0.0404	1.0000

MODEL 1 01 CRITERION = 1

PREDICTORS = 3= 3 5= 5
P = 3 RSQ = 0.7500
P = 5 RSQ = 0.7501

R = 0.8661 RSQ = 0.7501 2 ITERATIONS.

V	BETA	B
3	0.8663	0.8811
5	0.0077	0.0333
REG. CONST. =		56.0644

MODEL 2 02 CRITERION = 1

PREDICTORS = 3= 3
P = 3 RSQ = 0.7500

R = 0.8660 RSQ = 0.7500 1 ITERATIONS.

V	BETA	B

```
  3    0.9661    0.9444
REG. CONST. =   50.3330


MODEL  3 03  CRITERION =  2

PREDICTORS =  4= 5
P =  4   RSQ = 0.7328
P =  5   RSQ = 0.7331

R = 0.8562      RSQ = 0.7331          2 ITERATIONS.

  V      BETA         B
  4    0.8553    0.8937
  5   -0.0104   -0.0822
REG. CONST. =   51.5202


MODEL  4 04  CRITERION =  2

PREDICTORS =  4= 4
P =  4   RSQ = 0.7328

R = 0.8560      RSQ = 0.7328          1 ITERATIONS.

  V      BETA         B
  4    0.8560    0.8945
REG. CONST. =   50.6297

F-TEST  1
RSQ FULL =     0.7501      MODEL  1                                    [TA]0490
RSQ REDUCED =  0.7500      MODEL  2
DIFFERENCE =   0.0001
DFN =  1.      DFD =  437.      F-RATIO =    0.105   P = 0.7454

F-TEST  2
RSQ FULL =     0.7331      MODEL  3                                    [TA]0500
RSQ REDUCED =  0.7328      MODEL  4
DIFFERENCE =   0.0003
DFN =  1.      DFD =  437.      F-RATIO =    0.551   P = 0.4652
```

```
      *** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - SEE FINAL REPORT: EFFECT OF NUMBER OF TIMES SERVED (GRADE III  STRT0420

PARAMETERS
COL  1- 5 =     5
COL  6-10 =   407
COL 11-15 =     4
COL 16-20 =     2
COL 21-25 =     1

DATA FORMAT = (A5,5F1.0)                                                STRT0440

INTERCORRELATION ANALYSIS.

MEANS          1          2          3          4          5
          458.5653   446.2730   455.9230   441.8034     9.2531

SIGMAS         1          2          3          4          5
           17.1383    19.8453    16.6774    17.2527     0.3131

R MATRIX       1          2          3          4          5
     1      1.0000     0.8394     0.8316     0.7780     0.3627
     2      0.8394     1.0000     0.7948     0.8050     0.4049
     3      0.8316     0.7948     1.0000     0.8111     0.4575
     4      0.7780     0.8050     0.8111     1.0000     0.4378
     5      0.3627     0.4049     0.4575     0.4378     1.0000

MODEL  1 01  CRITERION =  1

PREDICTORS =  3= 3  5= 5
P =  3   RSQ = 0.6915
P =  5   RSQ = 0.6919

R = 0.8318     RSQ = 0.6919          2 ITERATIONS.

  V       BETA         B
  3     0.8418     0.0651
  5    -0.0224    -0.0461
REG. CONST. =    44.9846


MODEL  2 02  CRITERION =  1

PREDICTORS =  3= 3
P =  3   RSQ = 0.6915

R = 0.8316     RSQ = 0.6915          1 ITERATIONS.

  V       BETA         B
```

```
  3    0.0334    0.0345
REG. CONST. =   69.3549


MODEL  3 04  CRITERION =  2

PREDICTORS =  4= 5
P =  4   RSQ = 0.6481
P =  5   RSQ = 0.6517

R = 0.8073      RSQ = 0.6517          2 ITERATIONS.

  V      BETA        B
  4    0.7756    0.0561
  5    0.0673    0.1543
REG. CONST. =   60.9379


MODEL  4 04  CRITERION =  2

PREDICTORS =  4= 4
P =  4   RSQ = 0.6481

R = 0.8050      RSQ = 0.6481          3 ITERATIONS.

  V      BETA        B
  4    0.8050    0.0887
REG. CONST. =   53.5809


F-TEST  1                                                        [79]0490
RSQ FULL =    0.6919      MODEL  1
RSQ REDUCED = 0.6915      MODEL  2
DIFFERENCE =  0.0004
DFN =  1.     DFD =  400.     F-RATIO =   0.514   P = 0.4698

F-TEST  2                                                        [78]0500
RSQ FULL =    0.6517      MODEL  3
RSQ REDUCED = 0.6481      MODEL  4
DIFFERENCE =  0.0037
DFN =  1.     DFD =  400.     F-RATIO =   4.210   P = 0.0383
```

D-17

*** OUTPUT FROM PROGRAM REGRAN ***

REGRAN - SCE FINAL REPORT: EFFECT OF NUMBER OF TIMES SERVED (GRADE 12) IIRI0420

PARAMETERS
COL 3= 5 = 5
COL 6=10 = 273
COL 11=15 = 6
COL 16=20 = 2
COL 21=25 = 1

DATA FORMAT = (A3,5F1.0) IIRI0440

INTERCORRELATION ANALYSIS.

MEANS	1	2	3	4	5
	467.0498	456.2051	467.2051	454.9004	4.4432

SIGMAS	1	2	3	4	5
	15.3700	17.0769	14.9960	17.1655	4.4044

R MATRIX	1	2	3	4	5
1	1.0000	0.8231	0.7027	0.7280	0.5639
2	0.8231	1.0000	0.7596	0.7866	0.1015
3	0.7027	0.7596	1.0000	0.8247	0.0509
4	0.7280	0.7866	0.8247	1.0000	0.0964
5	0.5638	0.1015	0.0509	0.0964	1.0000

MODEL 1 01 CRITERION = 1

PREDICTORS = 3= 3 5= 5
P = 3 RSQ = 0.6126
P = 5 RSQ = 0.6131

R = 0.7830 RSQ = 0.6131 2 ITERATIONS.

V	BETA	B
3	0.7815	0.0010
5	0.0232	0.0557

REG. CONST. = 93.3730

MODEL 2 02 CRITERION = 1

PREDICTORS = 3= 3
P = 3 RSQ = 0.6126

R = 0.7827 RSQ = 0.6126 1 ITERATIONS.

V	BETA	B

```
   3   0.7827    0.6122
REG. CONST. =   -11.0551


MODEL  3 03  CRITERION =  2

PREDICTORS =  4+ 5
P =  4   RSQ = 0.6198
P =  5   RSQ = 0.6194

R = 0.7870      RSQ = 0.6194          2 ITERATIONS.

  V       BETA        B
  4     0.7841    0.7801
  5     0.0259    0.0691
REG. CONST. =  101.0332


MODEL  4 04  CRITERION =  2

PREDICTORS =  4+ 4
P =  4   RSQ = 0.6188

R = 0.7866      RSQ = 0.6188          1 ITERATIONS.

  V       BETA        B
  4     0.7866    0.7826
REG. CONST. =  100.2095


F-TEST  1                                                        ITR10490
RSQ FULL =    0.6131      MODEL  1
RSQ REDUCED = 0.6126      MODEL  2
DIFFERENCE =  0.0005
DFN =  1.     DFD =  278.     F-RATIO =   0.375   P = 0.5401


F-TEST  2                                                        ITR10500
RSQ FULL =    0.6194      MODEL  3
RSQ REDUCED = 0.6188      MODEL  4
DIFFERENCE =  0.0007
DFN =  1.     DFD =  278.     F-RATIO =   0.472   P = 0.4999
```

State Compensatory Education

Appendix E

PLANNER LOGS

80.72 Instrument Description: Planner Logs

Brief description of the instrument:

The Planner Logs consist of self-report forms filled out monthly by the two SCE planners and the planning assistant listing their major activities. Each month, the planning staff completed a form listing major activities (those which took at least one day of their time during the month), the population impacted by the activities, and the end product of the activities.

To whom was the instrument administered?

Two SCE planners and the SCE planning assistant.

How many times was the instrument administered?

Six times.

When was the instrument administered?

Monthly, from November, 1980 through April, 1981.

Where was the instrument administered?

Planning staff completed it at their office or other location of choice.

Who administered the instrument?

Self-administered.

What training did the administrators have?

The planners used the form in 1979-80, during which time they were provided with a sample form of hypothetical activities and questions were addressed as they arose. No major problems were encountered with the form, so it was not changed in 1980-81. No additional training was provided.

Was the instrument administered under standardized conditions?

Administration was standard to the extent that planners were encouraged to fill out the forms promptly at the end of each month. Guidelines developed in 1979-80 for filling out the forms were retained.

Were there problems with the instrument or the administration that might affect the validity of the data?

Some monthly reports were late. The accuracy of these reports cannot be determined. If activities were not noted as they occurred, some may have gone unrecorded.

Who developed the instrument?

The Office of Research and Evaluation, with input from the SCE planners.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No, although some rough comparisons can be made with the 1979-80 logs of planner activities.

PLANNER LOGS

Purpose

Planner Logs provided information to address the following decision and evaluation questions and information need:

Decision Question D3: If SCE is refunded for 1981-82, should the Planning Component be discontinued, modified, or continued as is?

Evaluation Question D3-1: Were planning activities documented by the planners and the planning assistant?

Evaluation Question D3-2: Were planning objectives met?

Information Needs Question I2: What products and/or activities were developed by the SCE Planning Component during 1980-81?

Procedure

On September 11, 1980, a meeting was held between evaluation and planning staff to discuss the 1980-81 SCE evaluation. In attendance at the meeting were the Director of Developmental Programs, the two SCE Planners, the SCE Evaluator, and the Senior Evaluator. At this meeting, two possible evaluation questions related to the planning component were considered:

- Are planning objectives being met?
- Are planning activities being documented?

These questions were subsequently incorporated into the approved evaluation design.

Midway through the school year, on December 8, 1980, the SCE Evaluator met with the two planners to review the planners' responsibilities with respect to the evaluation. An earlier informal decision that planners document their activities using the self-report form developed in 1979-80 was formalized. A copy of this form is Attachment E-1. The planners agreed to fill out logs on a monthly basis and send them to the SCE Evaluator, as was done the previous year. The planners were also to provide the evaluator with an updated list of their planning objectives. This was not received since, as was subsequently learned, the planners did not have objectives like those formulated the previous year.

Forms were received sporadically from one planner. The other planner did not submit monthly forms but late in the year reported major activities for the entire 1980-81 school year. A similar report was received from the planning assistant. (However, since the assistant had been overlooked in earlier planning, monthly reports were not appropriate.)

Results

Evaluation Question D3-1: Were planning activities documented by the planners and the planning assistant?

Information Needs Question I2: What products and/or activities were developed by the SCE Planning Component during 1980-81?

Logs filled out by the two planners and the planning assistant establish that planning activities were documented and list the products and activities of the planning staff during 1980-81. Copies of these logs are contained in Attachment E-2.

Evaluation Question D3-2: Were planning objectives met?

No planning objectives were set for the 1980-81 school year, according to the Director of Developmental Programs.

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING _____ PLANNER _____

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING November 1980 PLANNER 1

ACTIVITIES	POPULATION(S) IMPACTED	END PRODUCT
1. Development and uniting of the ESAA application	(7, 8, 9, 10) all staff	Application to be sent in on December 5, 1980
2. Responsible for the operation of the ESAA out-of-cycle component (Instructional Materials)	(7) 35 non-Title I schools who previously were impacted with Title I students	Assistance with ESAA funds for supplementary services through additional supplementary materials
3. Coordinator of the Title I Happy Talk Program. (Supervisor of three Community Representatives)	Title I eligible pre-Kindergarten students	Ongoing and progress of the students

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS):

1. Title I students
2. Title I migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING December 1980 PLANNER 1

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
1. Development and uniting of the ESAA application	(7, 8, 9, 10) all staff	December 5, 1980 the Application was sent to the Department of Education in Washington, D. C.
2. Responsible for the operation of the ESAA out-of-cycle component (Instructional Materials)	(7) 35 non-Title I schools who previously were impacted with Title I students	Assistance with ESAA funds for supplementary services through additional supplementary materials
3. Coordinator of the Title I Happy Talk Program. (Supervisor of three Community Representatives)	Title I eligible pre-Kindergarten students	Ongoing and progress of the students

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS):

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING January 1981 PLANNER 1

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
1. Responsible for the operation of the ESAA out-of-cycle compunent. (Instructional Materials)	(7) 35 non-Title I schools who previously were impacted with Title I students	Assistance with ESAA funds for supplementary services through additional supplementary materials
2. Coordinator of the Title I Happy Talk Program. (Supervision of three Community Representatives)	Title I eligible pre-kindergarten students	on-going and progress of the students

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS):

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING February 1981 PLANNER 1

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
1) Title I Happy Talk Coordinator Parent Workshop	Title I Happy Talk Parents (Pre-K)	Parents attended and evaluations were submitted
2) Assistance with ESAA Interim Report	Selected District Personnel	Report ready for submittal to Department of Education

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS):

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM SEPTEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING March, 1981 PLANNER 1

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
1) Assistance with ESAA Management Component	Selected District Personnel	To be ready for ESAA Monitoring visit
2) Title I Happy Talk progress	Title I Pre-K students	Evaluation of Happy Talk staff
3) Title I Happy Talk presentation	Community members	Review of the Happy Talk Program

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS):

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SMR students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING April, 1981 PLANNER 1

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
1) Assistance with ESAA Management Component	Selected Personnel	Resubmittal of ESAA Basic Grant
2) Title I Happy Talk progress	Title I Pre-K students	Evaluation of Happy Talk students

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS):

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING 1980-81 School Year PLANNER 2

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
Set up and implemented tutorial programs at Blackshear and Bryker Woods Schools (Hinton-Tilletson & St. David's Church)	1,7	two programs that were operational from Feb.-May
Wrote three (3 articles) for the Messenger on community involvement/tutorial efforts	10,9	articles in May issue
Wrote 4 components for the 1981-82 ESAA application in Nov. and worked on the revised proposal, including an additional community involvement component	7,8,9	ESAA application and ESAA revised application
Assisted with the SCE reading program in teacher workshops, setting up budgets, providing information on SCE guidelines and funding	4, 10 (SCE teachers)	workshops, budgets, memos concerning SCE
Assisted with SCE planning for 1981-82, conducted during spring, 1981	4	
Served as a facilitator for the March 20 staff development district-wide workshop	7	goals for written composition and language arts, Zavala school
Worked with the Junior League to develop volunteer placements in the schools	2	(2) volunteers for the outdoor education program, and (3) with the Highland Park Reading Club
Coordinated all activities for the At-Home Program	1,2	650 students participating from 21 campuses, At-Home banquet
Served on the Parent Task Force for Desegregation	7,8	recommendations for the District related to parents and desegregation

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS):

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING 1980-81 PLANNER 2

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
Developed a community involvement model for use by the District	7,8,9,1,2	Community Involvement Plan
Assisted in the desegregation effort with cooperative planning with PTA, Austin Alliance for a Smooth Transition, National Hispanic Institute , such as the planning of the April 25th Community Participation Workshop	1,2,7,8,4	jointly planned events, i.e. the April 25th workshop
Assisted throughout the year in the planning of Title I District-wide PAC meetings	1,2	PAC workshops
Attended a training workshop at the School Volunteer Development Workshop in Dade County for setting up a volunteer system for the District	1,2, 7,8	Management system for volunteers that could be utilized by the District
Attended several workshops and conferences on volunteer/tutorial programs	1, 2	knowledge of volunteer methods
Presented at a State-wide Dallas Parent Involvement Conference	1,2	February conference
Served as member of the Parent Involvement Council, designed to coordinate parent involvement efforts of the DIstrict	1,2, 7,8	surveys of volunteer needs

POPULATIONS IMPACTED (SPECIFY GRADE LEVELS:

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Written Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH THAT SOFTWARE VERSION APPR.

PLANNING ACTIVITIES DURING _____ PLANNING ASSISTANT _____

ACTIVITIES	POPULATION(S) IMPACTED	END PRODUCT
1. Review Federal Register, Education Daily, Report on Education Research, and other publications as received for pertinent information, and disseminate that information throughout the district.	District personnel affected by information and student population affected by information.	Systematic external information flow.
2. Planned and set up staff development sessions at Porter Junior High School on improving minority achievement, November 6 and 7, 1980.	Administrators in Region XIII and teachers as information was shared on the campuses.	Increased minority student achievement.
3. Follow-up activities to the staff development sessions at Porter Junior High School.	Administrators in AISD and teachers as information was shared on the campuses.	Increased minority student achievement.
4. Worked on the portion of the Court Update on Desegregation for which the Department of Developmental Programs was responsible.	All students.	Updated court report.
5. Did prepatory work for the monitoring visit on Title IX conducted by the Office for Civil Rights in February, 1980.	All students.	Well coordinated Title IX monitoring visit.

POPULATIONS IMPACTED (CHECK ONE OR MORE):

1. Title I students
2. Title I migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Vietnam Composition students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

PLANNER'S FORM

PLEASE FILL OUT ON THE LAST DAY OF EVERY MONTH FROM NOVEMBER THROUGH APRIL.

PLANNING ACTIVITIES DURING _____ PLANNING ASSISTANT _____

ACTIVITY	POPULATION(S) IMPACTED	END PRODUCT
6. Research information on the Refugee Act of 1980, and subsequent rules and regulations.	Refugee children attending school in AISD.	Approved Refugee application.
7. Escorted O.C.R. Title IX monitor to various campuses.	All students.	
8. Follow-up as needed to O.C.R. Title IX monitoring visit.	All students.	O.C.R. clearance.
9. Order and distribute publications concerning working with low SES children.	Low SES children.	Systematic flow of external information for staff.
10. Work on Title I/Title I Migrant booklets and Rainbow Kit.	Title I/Title I Migrant parents and children.	Edited parent materials.
11. Escorted one of the TEA Migrant monitors to various campuses with a migrant program.	Migrant children.	Coordinated TEA monitoring visit.

POPULATIONS IMPACTED (STUDENT GRADE LEVELS):

1. Title I students
2. Title I Migrant students
3. Bilingual students
4. SCE students
5. Special Education students
6. Returned Compositions students
7. Elementary students
8. Secondary students
9. Community members
10. Selected district personnel (specify)
11. Other (specify)

State Compensatory Education

Appendix F

LANGUAGE ASSESSMENT BATTERY (LAB)

80.72

Instrument Description: Language Assessment Battery (LAB)

Brief description of the instrument: The LAB has been used as an instrument for measuring language proficiency and language dominance in both English and Spanish. While it was developed to address language assessment needs at all grade levels Austin uses the measure, Level III, at the secondary level only. The measure assess listening, reading, and writing skills in both English and Spanish. Each respective subtest has 18, 18, and 20 items. The test is group administered and requires about 41 minutes. The answer sheets are in a "mark-sense" format. The LAB is used as a placement test for bilingual and ESOL programs.

To whom was the instrument administered?

Junior and senior high school Spanish LEP pupils in the fall, 1980. Spanish-dominant LEP pupils in the spring, 1981 to determine if programmatic changes were appropriate.

How many times was the instrument administered?

Once to the entire population, and then a second time to Spanish-dominant LEP pupils.

When was the instrument administered?

Testing was conducted in the fall of 1980 and the spring of 1981.

Where was the instrument administered?

In the school classrooms, counselor's office, etc.

Who administered the instrument?

Trained school personnel including counselors, teachers, and supervisors.

What training did the administrators have?

In the early fall, one workshop was conducted for ESOL teachers and another for school LEP coordinators.

Was the instrument administered under standardized conditions?

The tests are supposed to be administered under standardized conditions; however, no attempt has been made to monitor the test administrations.

Were there problems with the instrument or the administration that might affect the validity of the data?

None have been noted.

Who developed the instrument?

The LAB was developed by the Office of Educational Evaluation of the Board of Education of the City of New York.

What reliability and validity data are available on the instrument?

Extensive tables are available in the test's Technical Manual. The statistics provided in these tables suggest the test is reliable.

Are there norm data available for interpreting the results?

Yes, percentile ranks and stanines are available.

LANGUAGE ASSESSMENT BATTERY (LAB)

Purpose

Results from the fall, 1980 and spring, 1981 administrations of the LAB provided information used to address the following decision and evaluation questions:

> Decision Question D5: If SCE is refunded for 1981-82, should the Transitional Bilingual Education (TBE) Component be discontinued, modified, or continued as is?
>
> > Evaluation Question D5-1: What percentage of eligible students were served by the TBE component?
> >
> > Evaluation Question D5-2: Be ethnicity, did students in the TBE program realize an achievement increase?

Procedure

The TBE component, consisting of two bilingual teachers at Pearce Junior High School and an instructional coordinator, was funded with SCE monies remaining from 1979-80. The evaluation of this component in 1980-81 consisted of:

1) establishing how many eligible students were served by the two teachers, and

2) determining if the students who were served realized an increase in achievement.

The first of these aims was accomplished by generating a list from an ORE-maintained computer file of the Spanish-dominant LEP (limited-English-proficient) students at Pearce and comparing it to a roster of the students served supplied by the instructional coordinator responsible for the TBE program. (A student was TBE-eligible if the student was LEP and the students's score on the Spanish LAB exceeded the score on the English LAB. Both English and Spanish versions of the test were administered in the fall of 1980 and again in the spring of 1981). Discrepancies between the lists were resolved by discussion with the Senior Evaluator involved with the LEP identification process and by further comparison with a class list supplied by one of the Pearce TBE teachers.

To determine if the students who were served increased in achievement, it was decided to compare the students' English and Spanish scores on the fall, 1980 LAB with their scores on the spring, 1981 LAB. An attempt to

compare their pre- and posttest scores on the Iowa Tests of Basic Skills (ITBS) and on the Comprehensive English Language Test (CELT) was abandoned because very few students had both sets of scores on these tests. Student scores on the LAB were obtained from another OAE computer file.

A statistical analysis using the Wilcoxon matched-pairs signed-ranks test was conducted to test the hypothesis of no difference between the students' achievement in the fall and in the spring. Separate tests were conducted for English and Spanish raw scores. The Wilcoxon test was chosen for ease of computation with a small sample and because the normality condition of the t test was not assumed.

Results

Evaluation Question D5-1: What percentage of eligible students were served by the TBE component?

TBE teachers served 40 of 43 eligible students. This was 93% of the eligible students.

Evaluation Question D5-2: By ethnicity, did students in the TBE program realize an achievement increase?

All students in the TBE program at Pearce were Hispanic. The students made highly significant pre- to posttest raw score gains ($p < .0001$) in both English and Spanish proficiency. In terms of percentile scores, however, the students made large gains in Spanish but no gains in English. Average raw scores and percentile scores for the fall and spring administrations of the LAB are shown for each grade in Figure F-1.

Grade	Test	PRETEST FALL, 1980		POSTTEST SPRING, 1981	
		Average Raw Score	Percentile	Average Raw Score	Percentile
7	English	13	01	36	01
7	Spanish	66	39	73	53
8	English	23	01	38	01
8	Spanish	74	39	81	61

Figure F-1. ACHIEVEMENT OF PEARCE TBE STUDENTS ON THE LANGUAGE ASSESSMENT BATTERY (LAB) IN 1980-81.

State Compensatory Education

Appendix G

IOWA TESTS OF BASIC SKILLS (ITBS)

80.72 Instrument Description: Iowa Tests of Basic Skills, 1978 Edition, Form 7

Brief description of the instrument:

Levels 7 and 8 were given to grades 1 and 2, respectively, to measure skills in the areas of Word Analysis, Vocabulary, Reading Comprehension, Spelling, Math Concepts, Math Problems, and Math Computation. ITBS levels 9-14 were administered to grades 3-8 with the test level for students in grades 4-6 chosen on the basis of their previous achievement scores (with teacher review). Levels 9-14 include subtests in all the areas mentioned for levels 7 and 8, except for Word Analysis. In addition, levels 9-14 include subtests measuring Capitalization, Punctuation, Usage, Visual Materials, and Reference Materials.

To whom was the instrument administered?

All elementary and junior high students, grades 1-8. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly. Scores for students who were monolingual or dominant in a language other than English were not included in the school or District summaries.

How many times was the instrument administered?

Once to each student.

When was the instrument administered?

The elementary schools administered the test April 28, 29, and 30, 1981. The dates for the junior high administration were February 17, 18, and 19. Tests were administered in the morning. Make-ups were administered the week after the regular testing.

Where was the instrument administered?

In each AISD elementary and junior high school, usually in the student's regular classroom.

Who administered the instrument?

Classroom teachers in the elementary schools. In the junior high schools, the counselor or principal administered the tests over the public address system using taped directions provided by ORE. Teachers acted as test monitors in their classrooms at these schools.

What training did the administrators have?

Building Test Coordinators participated in planning sessions prior to the testing. Teacher training was the responsibility of the Building Test Coordinator. However, teacher inservice training was available from ORE upon request. Teachers and counselors received written instructions from ORE, including a checklist of procedures and a script to follow in test administration.

Was the instrument administered under standardized conditions?

Yes. Standardized instructions were distributed. ORE personnel monitored in a random selection of classrooms with results indicating that testing conditions were reasonably consistent across the District.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports which are available at ORE.

Who developed the instrument?

The University of Iowa. The ITBS is published by the Riverside Publishing Company (Houghton Mifflin Company).

What reliability and validity data are available on the instrument?

The reliability of the subtests, as summarized by Kuder-Richardson Formula 20 coefficient, ranges from .50 to .98, across subtests and levels. The issues of content and construct validity are addressed in the publisher's preliminary technical summary, pp. 13-15.

Are there norm data available for interpreting the results?

Norm data are available in the Teacher's Guide. The Teacher's Guide provides empirical norms (grade equivalent, percentile, stanine) for the fall and spring. Interpolated norms are available for midyear. National, large city, and school building norms are available.

IOWA TESTS OF BASIC SKILLS (ITBS)

Purpose

Data from the spring, 1980 and the spring, 1981 administrations of the Iowa Tests of Basic Skills (ITBS) were used in answering the following decision and evaluation questions:

Decision Question D1: If SCE is refunded for 1981-82, should the Elementary Instructional Component be discontinued, modified, or continued as it is?

Evaluation Question D1-5: How large were the achievement gains realized by students served by SCE teachers?

Decision Question D2: If SCE is refunded for 1981-82, should the Secondary Instructional Component be discontinued, modified, or continued as is?

Evaluation Question D2-3: Did students served by the SCE composition labs realize achievement gains? Were these gains associated with frequency or duration of time spent in the writing lab?

Decision Question D4: If SCE is refunded for 1981-82, should the Guidance and Counseling Component be discontinued, modified, or continued as is?

Evaluation Question D4-2: Did SCE students served by SCE counselors realize achievement gains?

The analyses performed with these data and the results obtained are discussed in Appendices A, B, and D of this report.

State Compensatory Education

Appendix H

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP)

80.72 Instrument Description: Sequential Tests of Educational Progress (STEP), Series II, Forms A & B

Brief description of the instrument:

Series II of the STEP is a norm-referenced high school achievement test battery, measuring student skills in Reading, English Expression, Mechanics of Writing (Spelling, Capitalization, and Punctuation), Math Computation, Math Concepts, Social Studies, and Science. In 1980-81 AISD used a subset of the complete battery, omitting the Mechanics of Writing and Science tests. These tests will be given every other year, alternating with the English Expression and Social Studies tests. Only the Reading, Math Computation, and Math Concepts subtests are used for graduation competency purposes. Half of the AISD high schools used Form A of the STEP and half used Form B.

To whom was the instrument administered?

All students in grades 9-12. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly.

How many times was the instrument administered?

Once to each student.

When was the instrument administered?

The STEP was administered over a two-day period—March 31 and April 1. Tests were administered in the morning from about 8:30 until approximately noon each day. Make-ups were administered on two consecutive Saturdays, April 25 and May 2.

Where was the instrument administered?

The STEP was administered at each AISD high school (including Robbins and Kealing). Make-ups were administered at Reagan High School.

Who administered the instrument?

Test instructions were given over the public address system at each school, either by the counselor or by a tape recording provided by ORE. Teachers acted as test monitors in each classroom. The make-up testing was administered and monitored by ORE personnel.

What training did the administrators have?

Teachers and counselors received written instructions from ORE, including a checklist of procedures and an exact script to follow in test administration. The ORE personnel who administered the make-ups were thoroughly trained in administering tests.

Was the instrument administered under standardized conditions?

Yes. Standardized instructions were distributed. ORE personnel monitored in a random selection of classrooms with results indicating that testing conditions were reasonably consistent across the District.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports.

Who developed the instrument?

Educational Testing Service (ETS). The STEP is published by Addison-Wesley Publishing Company, Inc.

What reliability and validity data are available on the instrument?

The reliability of subtests in the alternate forms, A and B, ranges from .58 to .93, with parallel forms correlations. As summarized by Kuder-Richardson Formula 20 coefficients, the reliability of the subtests ranges from .81 to .94. The issues of content and construct validity are addressed in the publisher's technical report, pages 150-154.

Are there norm data available for interpreting the results?

Mean, median, percentile rank, percentile band, converted, and stanine scores are available for each subtest of the STEP.

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP)

Purpose

Data from the fall, 1980 and spring, 1981 administrations of the Sequential Tests of Educational Progress (STEP) were used in answering the following decision and evaluation questions:

> Decision Question D2: If SCE is refunded for 1981-82, should the Secondary Instructional Component be discontinued, modified, or continued as is?
>
> > Evaluation Question D2-3: Did students served by the SCE composition labs realize achievement gains? Were these gains associated with frequency or duration of time spent in the writing lab?

The analyses performed with these data and the results obtained are discussed in Appendix D of this report.

State Compensatory Education

Appendix I

BOEHM TEST OF BASIC CONCEPTS

80.72 Instrument Description: Boehm Test of Basic Concepts

Brief description of the instrument:

The Boehm Test of Basic Concepts is designed to measure children's mastery of concepts considered necessary for achievement in the first year of school. The test consists of fifty pictorial items arranged in order of increasing difficulty. Each item consists of a set of pictures about which statements are read to the students. Each statement briefly describes the pictures and asks the children to mark the one that illustrates the concept being tested.

To whom was the instrument administered?

All kindergarten students in AISD.

How many times was the instrument administered?

Twice, once as a pretest and once as a posttest.

When was the instrument administered?

September 8-12, 1980 to all AISD kindergarten students. February 9-13, 1981 to all kindergarten students in Title I schools and Brooke. Make-up tests were administered the following weeks.

Where was the instrument administered?

In the classroom.

Who administered the instrument?

Classroom teachers.

What training did the administrators have?

None, other than that provided on-campus by the counselor and/or principal.

Was the instrument administered under standardized conditions?

Standardized instructions were distributed. Individual variations in administration procedures may have occurred.

Were there problems with the instrument or the administration that might affect the validity of the data?

Teachers tested their own classrooms.

Who developed the instrument?

Ann E. Boehm, published by the Psychological Corporation.

What reliability and validity data are available on the instrument?

Split-half reliability coefficients, corrected by the Spearman-Brown Formula, ranged from .68 to .90 in the standardization sample (all AISD testing is with Form A).

Are there norm data available for interpreting the results?

The standardization sample consisted of low, middle, and high socioeconomic (SES) level students from kindergarten, first, and second grades in 16 cities around the country. Percentiles corresponding to raw scores are provided by grade and SES, for beginning and midyear testing.

BOEHM TEST OF BASIC CONCEPTS

Purpose

Data from the fall, 1980 and spring, 1981 administrations of the Boehm Test of Basic Concepts were used in answering the following decision and evaluation questions:

> Decision Question D4: If SCE is refunded for 1981-82, should the Guidance and Counseling Component be discontinued, modified, or continued as is?
>
> > Evaluation Question D4-2. Did SCE students served by SCE counselors realize achievement gains?

The analyses performed with these data and the results obtained are discussed in Appendix B of this report.

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